

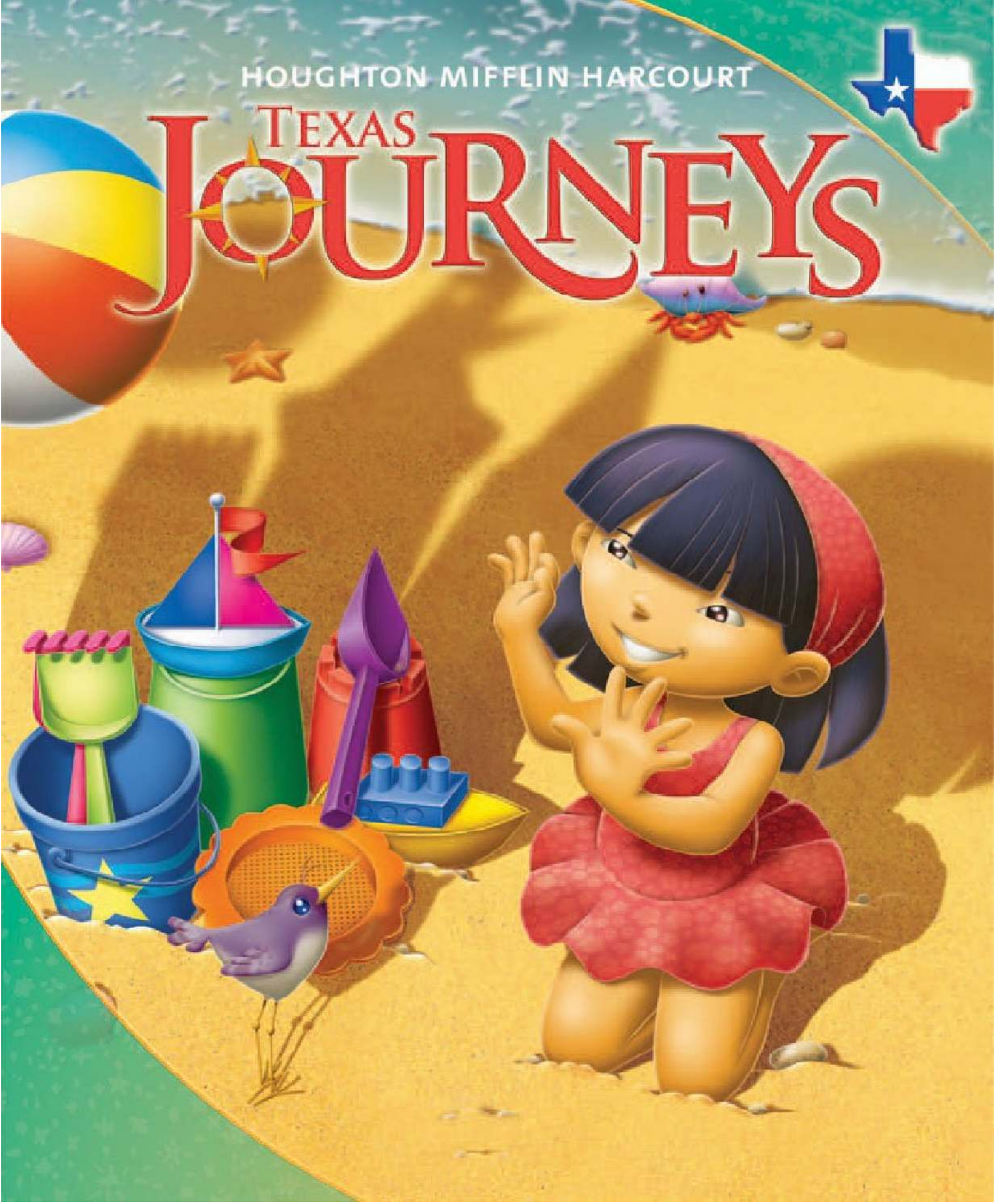
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HOUGHTON MIFFLIN HARCOURT



TEXAS JOURNEYS



HOUGHTON MIFFLIN HARCOURT



TEXAS JOURNEYS



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HOUGHTON MIFFLIN HARCOURT
School Publishers

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Hello, Reader!

This book is full of characters who have something to share. A talented aunt shares her music, a thoughtful chipmunk makes something special for each of his friends, and an author shares a story about a lovable hat-wearing cat.

Turn the page to see what the authors of these stories have to share with you!

Sincerely,

The Authors



Sharing Time

Big Idea  We all have something to share.

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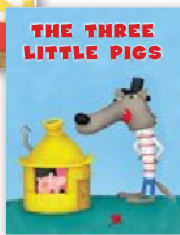
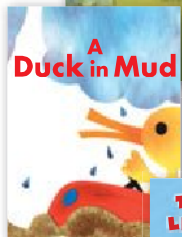
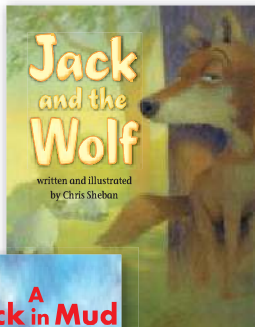
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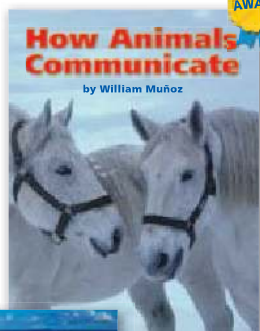
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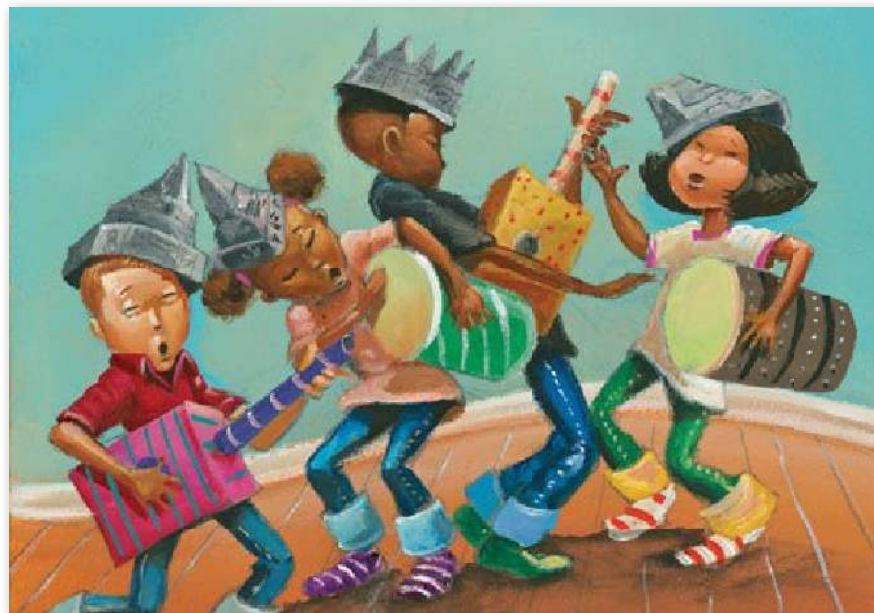
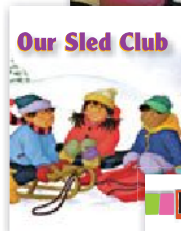
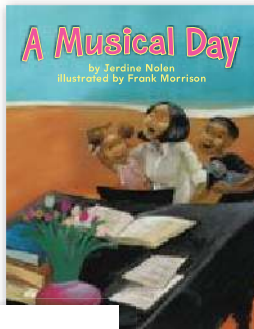
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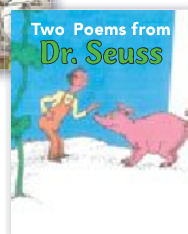
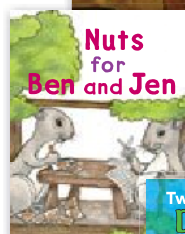
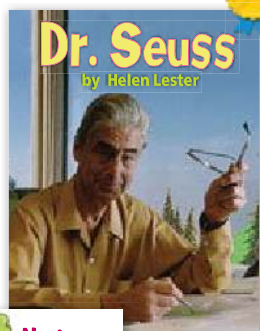
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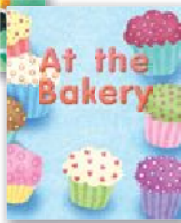
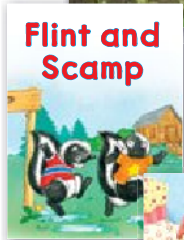
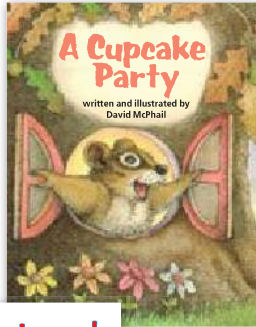
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Sharing Time



Unit 2



 **Big Idea**

We all have
something to
share.



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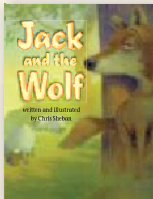
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I Read

Read Together

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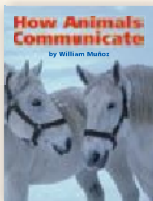


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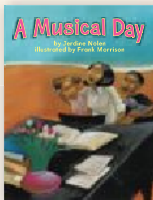


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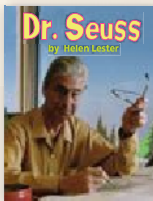


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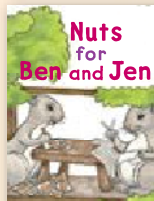
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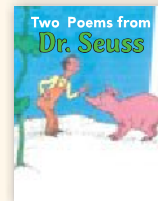
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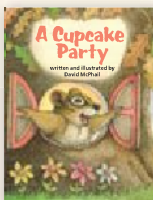


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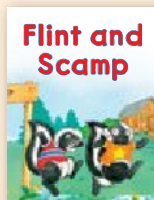
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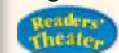
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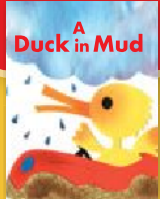
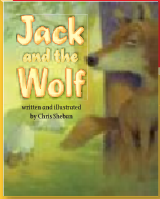
At the Bakery

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Lesson

6



WORDS TO KNOW HIGH-FREQUENCY WORDS

come
said
call
hear
away
every

Vocabulary Reader



Context Cards



TEKS 1.3H identify/read high-frequency words; **ELPS 1F** use accessible language to learn new language; **3B** expand/internalize initial English vocabulary

Words to Know

- Read each **Context Card**.
- Choose two blue words. Use them in sentences.

1

come

Wolf cubs **come** out of their den in the spring.



2

said

The ranger **said** that the cubs love to play.



3

call

A mother wolf can **call** to her cubs.



4

hear

Wolves **hear** better than people.



5

away

Wolves can travel far **away** from home.



6

every

Every wolf helps other wolves in its pack.





Background



WORDS TO KNOW

Sheep and Wolves

1. Wolves **hear** sheep.
2. The wolves **come** to the field.
3. A man looks out for **every** sheep.
4. He will **call** the sheep to him.
5. He chases the wolves **away**.
6. "The sheep are safe!" the man **said**.



How does the man look out for the sheep?
How would you look out for the sheep?



Comprehension



TARGET SKILL Understanding Characters

Characters are the people and animals in a story. Good readers think about what characters say and do. These are clues that show how characters feel and why they act as they do. Here is the character **Jack** from the next story.

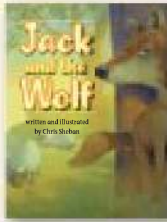


Jack

As you read **Jack and the Wolf**, think about what Jack is like. Use a chart to write what he says and does.

Words	Actions

Read Together



WORDS TO KNOW

come	hear
said	away
call	every



TARGET SKILL

Understanding

Characters Tell more about the characters.



TARGET STRATEGY

Summarize Stop to tell about main events.

GENRE

A **fable** is a short story that teaches a lesson. It may begin with **Once upon a time**.



TEKS 1.9A retell story events; 1.9B describe/analyze characters; RC-1(E) retell/act out important story events

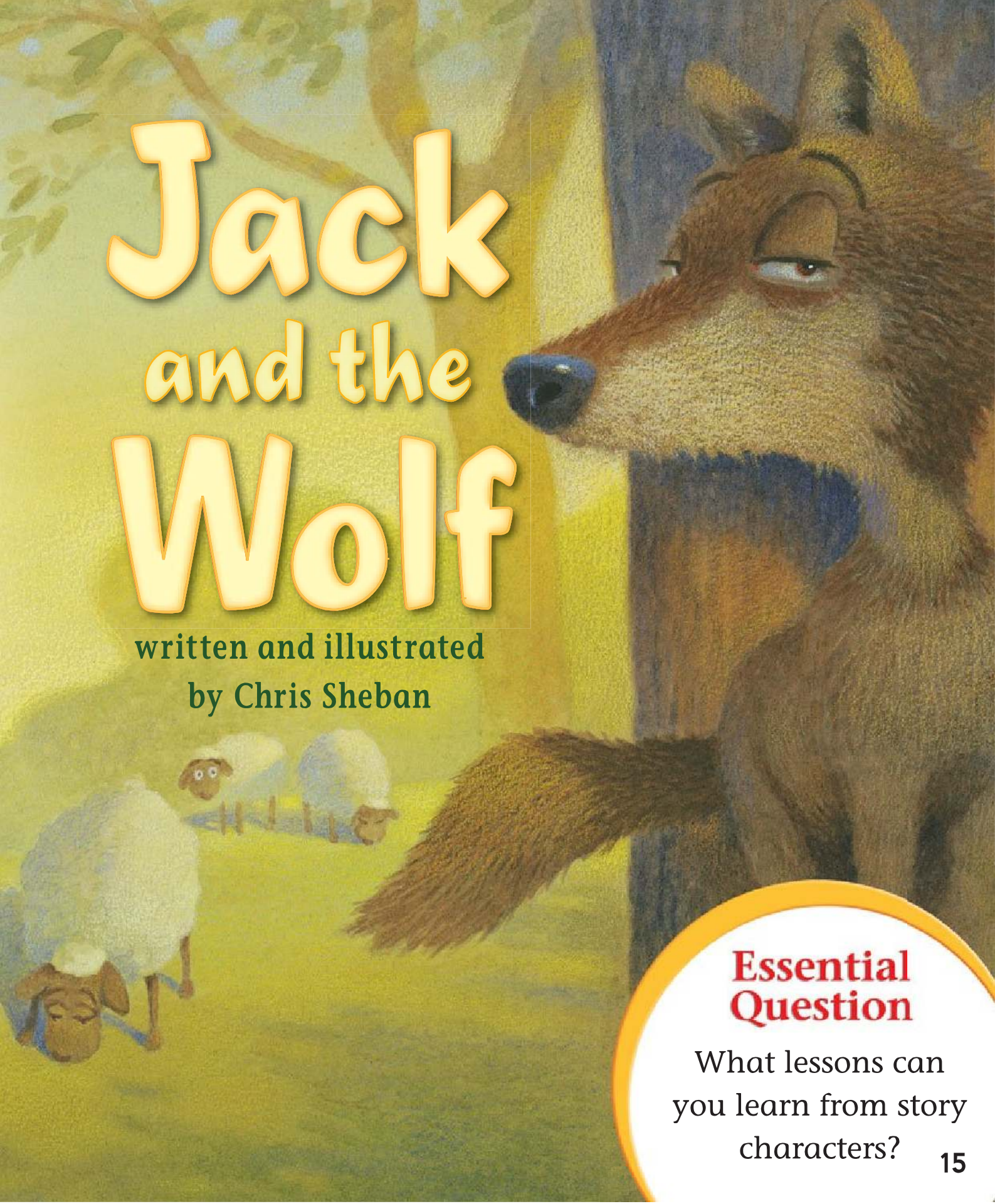
Meet the Author and Illustrator

Chris Sheban



To create his artwork, Chris Sheban often uses watercolors and colored pencils.

He has illustrated children's books and postage stamps. He joined with Tedd Arnold, Jerry Pinkney, and other artists to make the book **Why Did the Chicken Cross the Road?**

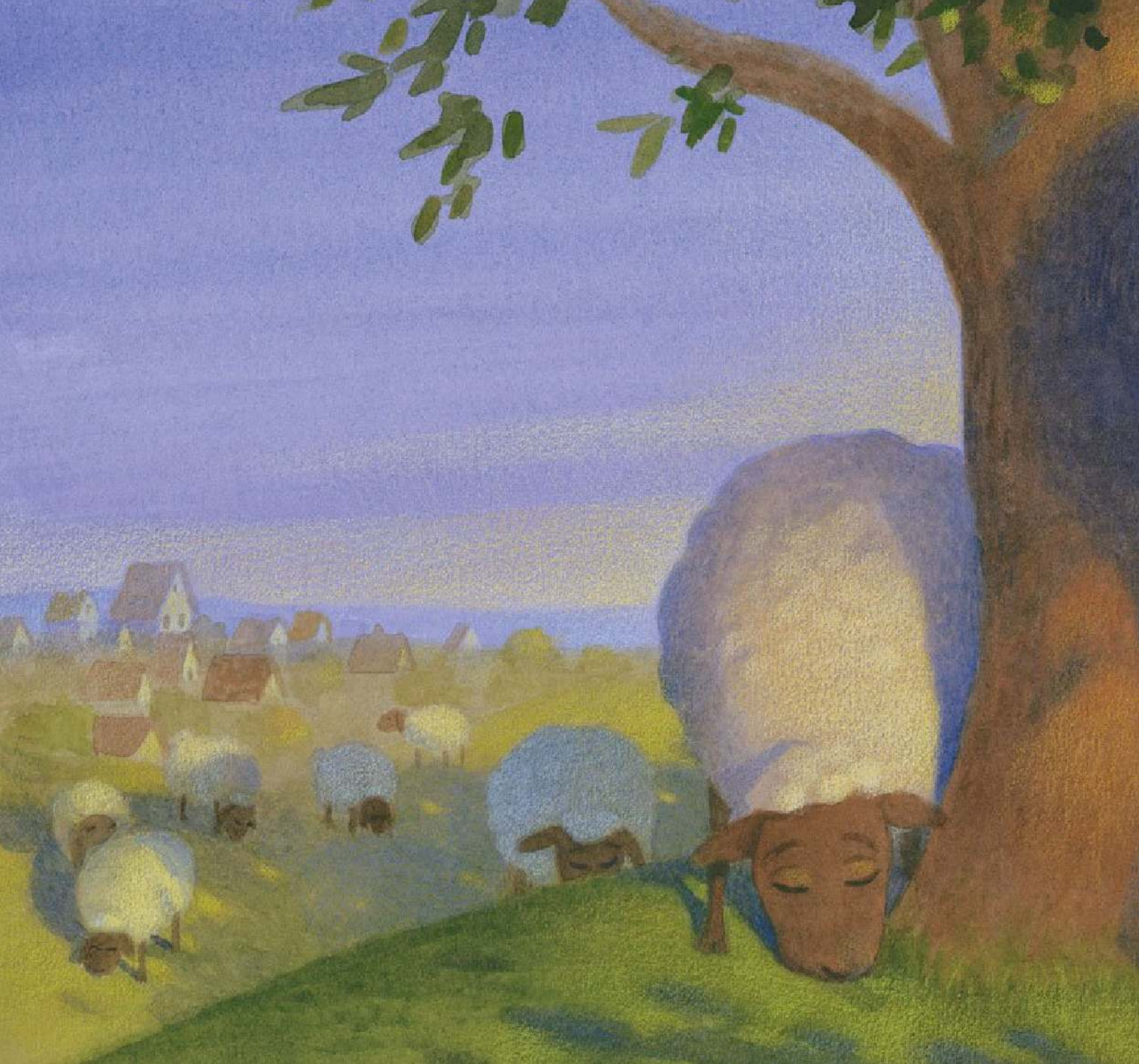
The background of the page is a soft, painterly illustration. On the right, a large, brown and tan wolf with a blue collar looks towards the left. In the lower-left corner, a group of white sheep are gathered, with one sheep in the foreground looking down. The scene is set in a grassy field with trees in the background.

Jack and the Wolf

written and illustrated
by Chris Sheban

Essential Question

What lessons can
you learn from story
characters?



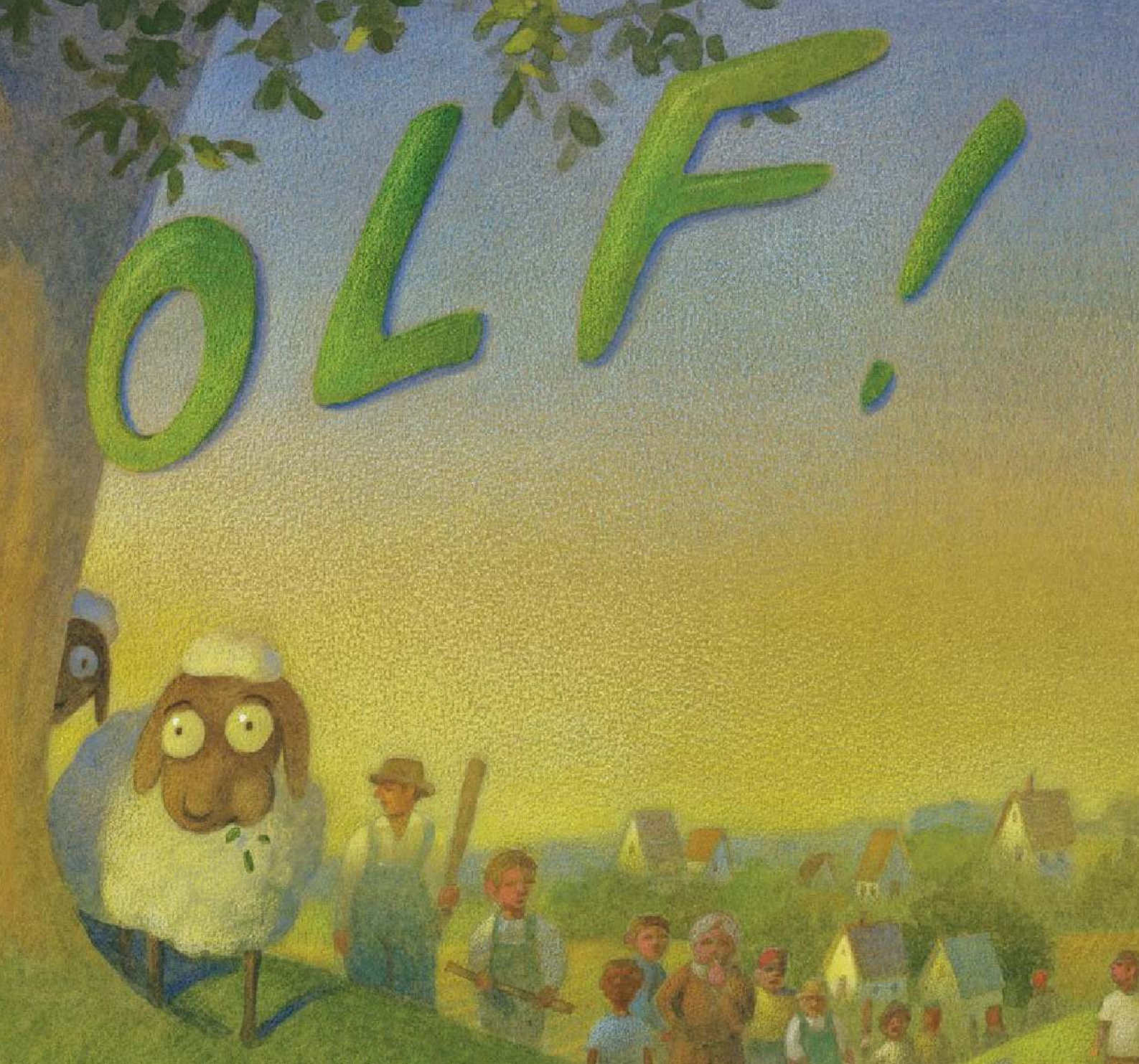
Once upon a time,
Jack sat on a big hill.



Jack had every sheep with him.
"It is not fun to sit," said Jack.



"I will yell **Wolf** for fun!"



His friends ran up the hill to help.
They did not see Wolf.



Jack sat back on the hill.
I will yell **Wolf!**

WOLF!





His friends ran back up the hill.
They did not see Wolf.



Jack sat back on the hill.



Wolf got up on a rock!



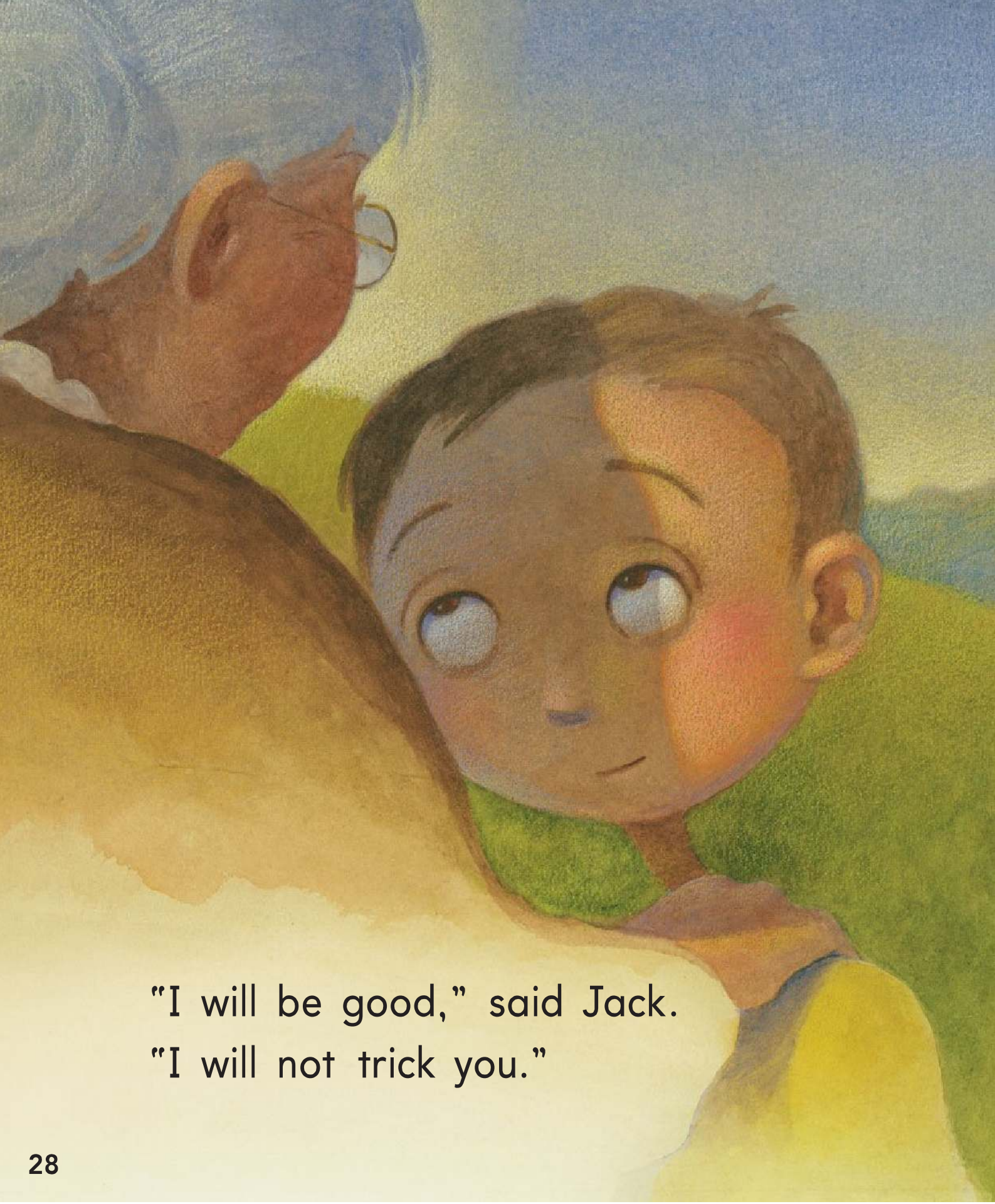
Jack and his sheep ran away.



"Did you **hear** me **call**?" said Jack.
"You did not **come**."



"You cannot trick us," said Nell.



"I will be good," said Jack.
"I will not trick you."



Your Turn

1. In the story, the word call means —

- ☐ to name
- ☐ to phone
- ☐ to yell out

TEKS 1.6C

2.  **TARGET SKILL** **Understanding Characters**

Why does Jack yell **Wolf** even though he does not see a wolf? **TEKS 1.9B; ELPS 4K**

3. **Oral Language** Use the Retelling Cards to tell the story the way Jack's sheep would tell it. Work with a partner. **TEKS 1.9A, RC-1(E)**

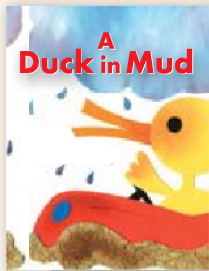


Retelling Cards



TEKS 1.6C use syntax/context to determine meaning; **1.9A** retell story events; **1.9B** describe/analyze characters; **RC-1(E)** retell/act out important story events; **ELPS 4K** employ analytical skills to demonstrate comprehension

I Read



PHONICS SKILL

Short **a**
Double Final
Consonants and **ck**



WORDS TO KNOW

come
away



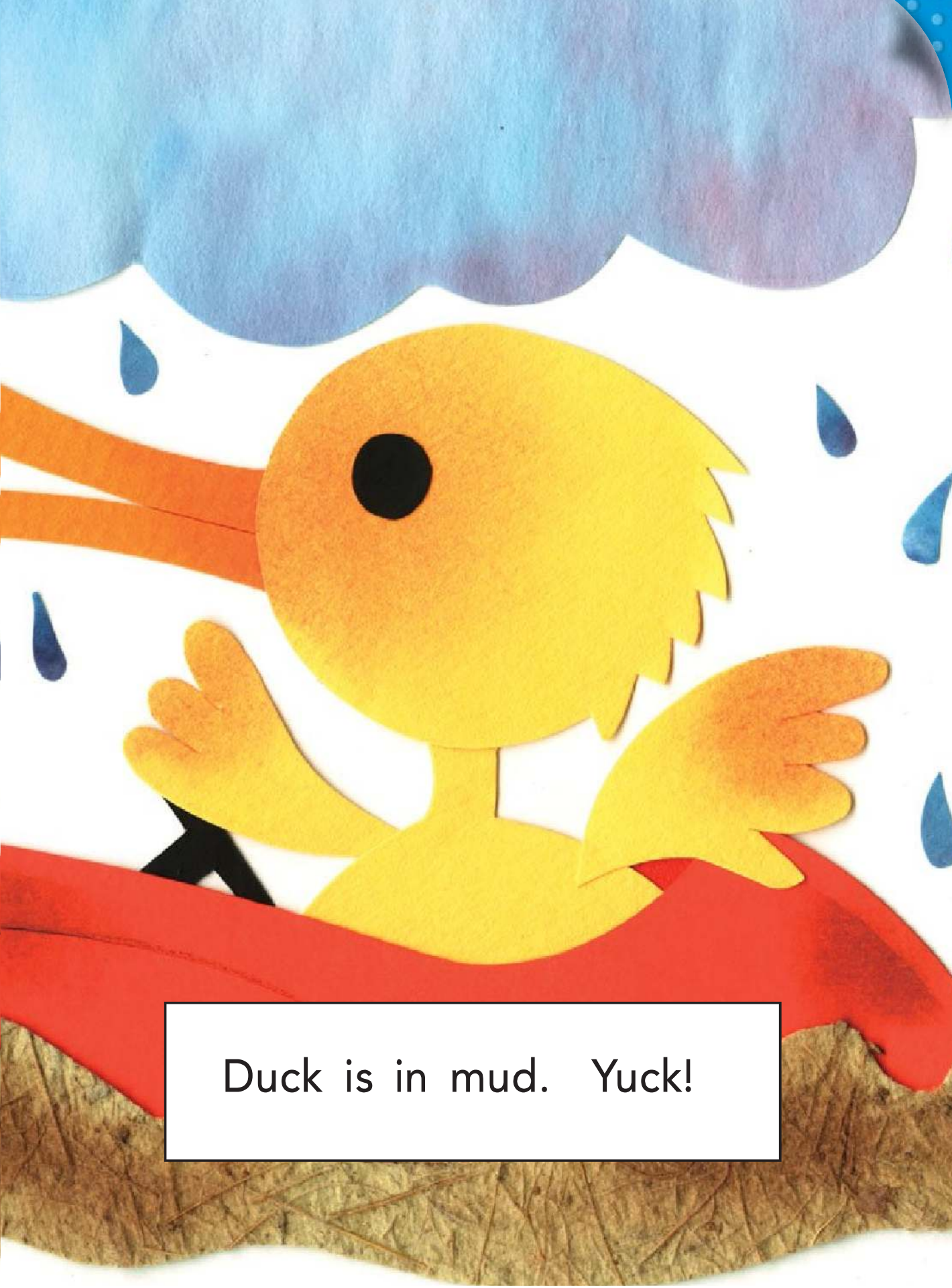
TEKS 1.3A(i) decode words with consonants;

1.3A(ii) decode words with vowels; **1.3A(iv)**
decode words with consonant digraphs; **1.3H**

identify/read high-frequency words; **ELPS 4A** learn
English sound-letter relationships/decode

A Duck in Mud

by Deborah Jensen
illustrated by Bob Barner



Duck is in mud. Yuck!



Duck gets sad.
Duck has to get help!



Duck quacks, "Red Hen!
Quick! **Come** get me!"



"Look at the mess I am in,"
Duck quacks. "I am in mud!"



"I will get Mack!" yells Red Hen.
"Get back quick," Duck quacks.

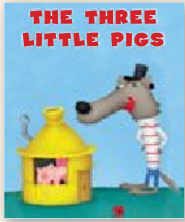


Red Hen is back.
Mack tugs and tugs to help Duck.



Duck is not in mud.
Duck can get away!

Read Together



Connect to Traditional Tales



WORDS TO KNOW

come	hear
said	away
call	every

GENRE

A **fairy tale** is a story with characters that can do amazing things.

TEXT FOCUS

A **storytelling phrase** often used at the end of fairy tales is **happily ever after**. Find this phrase in a sentence. What does it mean?



TEKS 1.3H identify/read high-frequency words; **1.7B** understand recurring phrases in traditional tales; **ELPS 4J** employ inferential skills to demonstrate comprehension

THE THREE LITTLE PIGS

Once upon a time there were three little pigs.

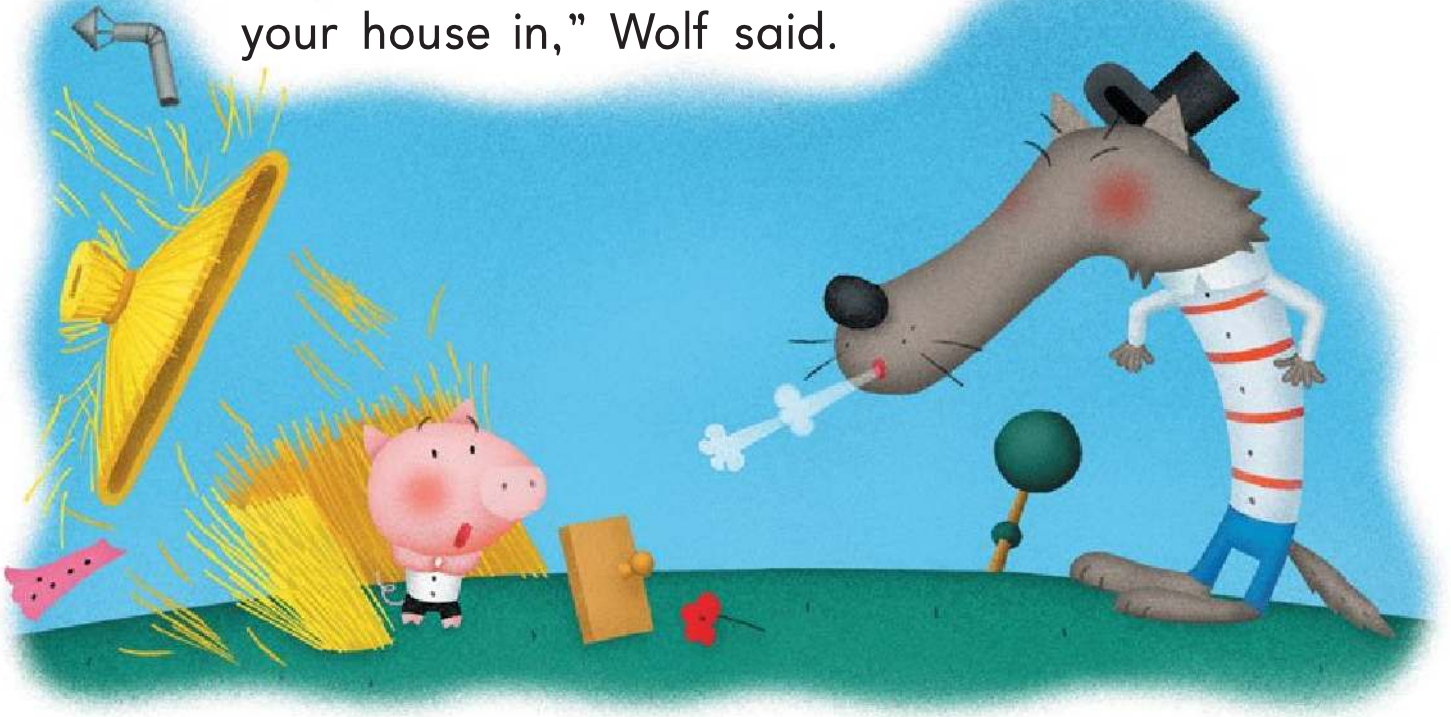
The first pig made a straw house. Soon he could **hear** Wolf **call** out.

"Let me **come** in," **said** Wolf.



"No," said the pig.

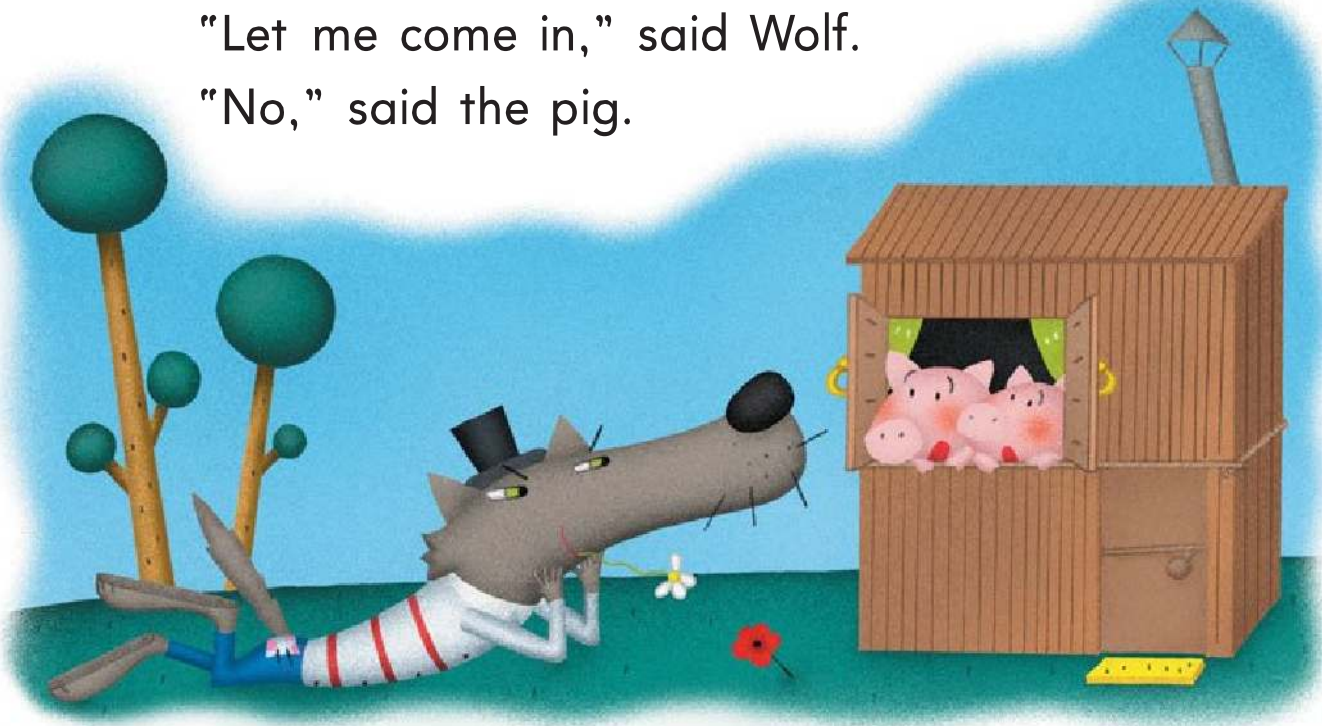
"I'll huff and I'll puff. I'll blow your house in," Wolf said.



The second pig made a stick house.

"Let me come in," said Wolf.

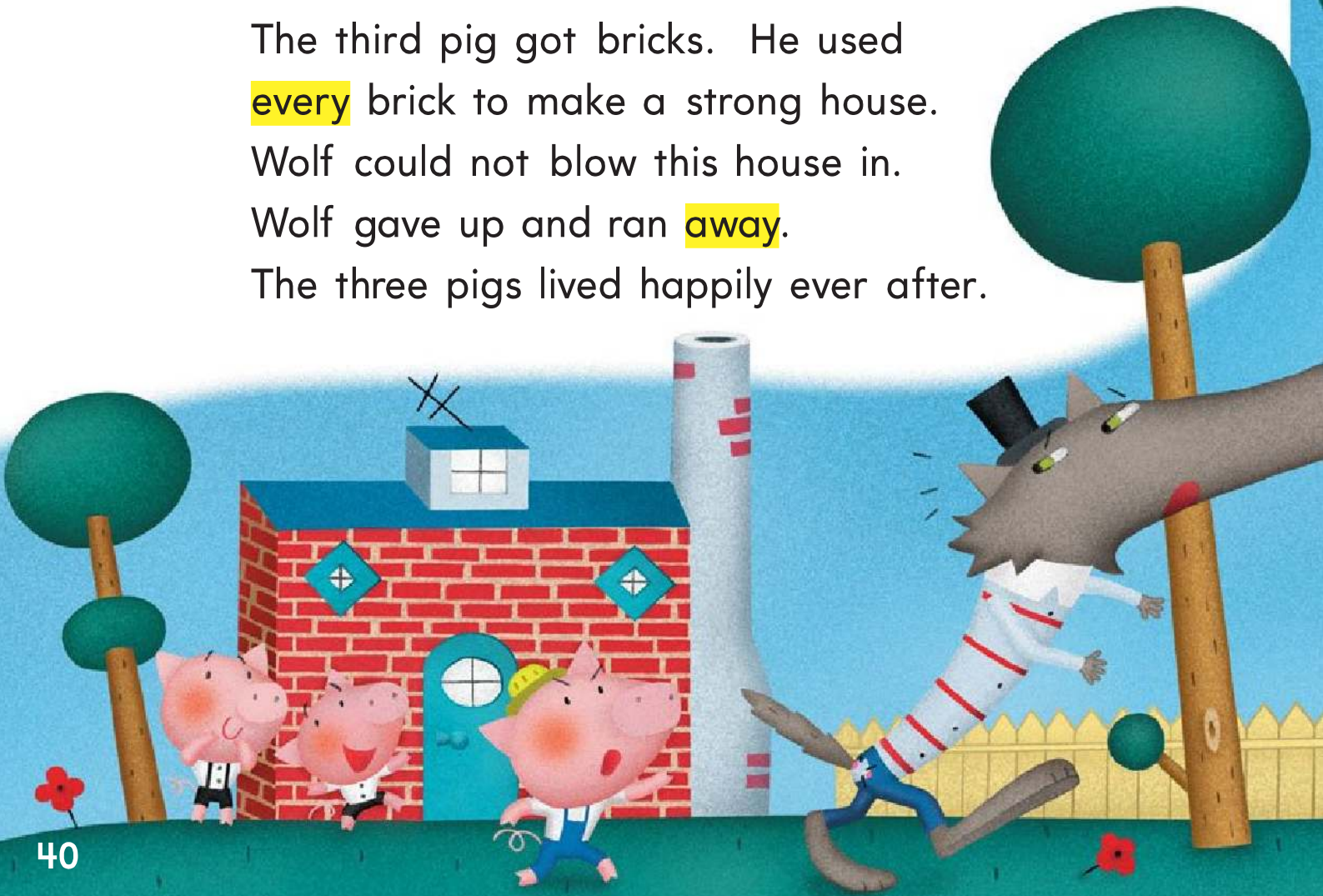
"No," said the pig.



"I'll huff and I'll puff. I'll blow your house in," Wolf said.

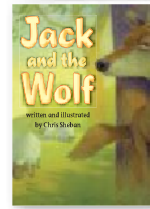


The third pig got bricks. He used **every** brick to make a strong house. Wolf could not blow this house in. Wolf gave up and ran **away**. The three pigs lived happily ever after.



Making Connections

Read Together



Text to Self

TEKS 1.7B, 1.9A, RC-1(E)

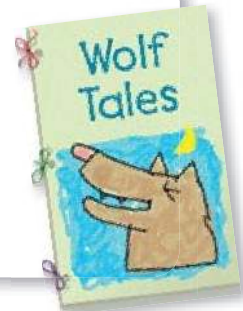
Retell a Story Why were the words **once upon a time** used in **Jack and the Wolf**? Retell the important events in the story. Be sure to tell the beginning, middle, and end in order. Begin with **once upon a time**.



Text to Text

TEKS 1.4B, 1.9B, RC-1(F)

Connect to Language Arts Both stories tell about wolves. Tell how the wolves are alike and different.



Text to World

TEKS 1.7A, 1.19A, RC-1(F)

Write to Explain Think about the lesson Jack learns. Write about a time you made a mistake. Tell what you learned.



TEKS 1.4B ask questions/seek clarification/locate details about texts; **1.7A** connect stories/fables to personal experiences; **1.7B** understand recurring phrases in traditional tales; **1.9A** retell story events; **1.19A** write brief compositions; **RC-1(E)** retell/act out important story events; **RC-1(F)** make connections to experiences/texts/community; **ELPS 3H** narrate/describe/explain with detail; **5G** narrate/describe/explain in writing



Grammar



Complete Sentences A **sentence** is a group of words. A sentence tells who or what. It also tells what someone or something does or did.

Sentence	Not a Sentence
Jan sits on a hill.	sits on a hill
Some sheep eat.	some sheep
One sheep ran away.	ran away





Turn and Talk

Find three word groups that are sentences.
Write them on another sheet of paper.
Then talk with a partner. Tell how you know
which word groups are sentences.

1. Ryan watches his sheep.
2. His dog helps him.
3. keeps the sheep safe
4. a few white sheep
5. A man cuts off their wool.



Grammar in Writing

When you proofread your writing, be sure
you have written complete sentences.



Write to Describe

Read
Together

 **Ideas** When you write **sentences** that describe, use words that tell how things look, sound, smell, taste, and feel.

Ken wrote about a park. Later, he added the word **smooth** to tell how the slide feels.

Revised Draft

smooth
The slide is fun.
^



Writing Traits Checklist

-  **Ideas** Did I use words that tell how my topic looks, sounds, smells, tastes, and feels?
-  Did I spell my words correctly?
-  Did I write complete sentences?



In Ken's final copy, find words that tell how things in the park look, sound, smell, and feel. Then revise your writing. Use the Checklist.

Final Copy

The Park

The smooth slide is fun.

One silver swing is squeaky.

Tiny red flowers smell sweet.



Lesson

7

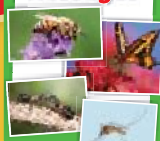
How Animals Communicate



Crabs



Insect Messages

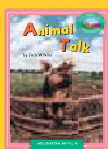


WORDS TO KNOW

HIGH-FREQUENCY WORDS

of
how
make
some
why
animal

Vocabulary Reader



Context Cards



TEKS 1.3H identify/read high-frequency words; **ELPS 1F** use accessible language to learn new language; **3B** expand/internalize initial English vocabulary

Read Together

Words to Know

- Read each **Context Card**.
- Ask a question that uses one of the blue words.

1

of

This bunch **of** flowers smells sweet.



2

how

How do cats see in the dark?



3

make

She will **make** a loud sound in music class.



4

some

The boy sees **some** cows in the field.



5

why

Why do some people like a sour taste?



6

animal

This **animal** feels soft when the girl pets it.





Background



WORDS TO KNOW

Animal Signs

1. An **animal** can send a message.
2. **How** can an animal do that?
3. **Some** animals move their bodies.
4. Other animals **make** special sounds.
5. Think **of** other ways animals communicate.
6. **Why** not make a list? You will learn a lot!

How Animals Communicate		
bird		sings
dog		barks, wags tail
cat		purrs
bee		
wolf		



Comprehension

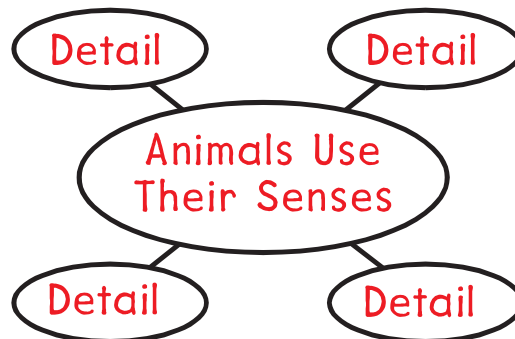


TARGET SKILL Details

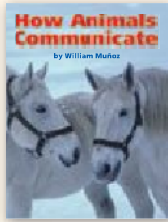
Nonfiction selections are usually about one topic. They have a main idea, or one important idea about the topic. **Details** are facts that tell more about the main idea. Details can give you a clearer picture in your mind about the topic.



As you read **How Animals Communicate**, look for details that tell more about the main idea.



Read Together



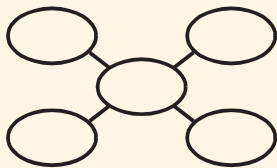
WORDS TO KNOW

of	some
how	why
make	animal



TARGET SKILL

Details Use details to tell more about the main idea.



TARGET STRATEGY

Infer/Predict Use text clues to figure out important ideas.

GENRE

Informational text gives facts about a topic.

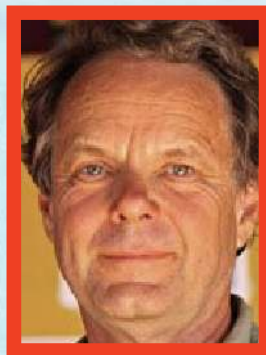


TEKS 1.4B ask questions/seek clarification/locate details about texts; 1.14A restate main idea; 1.14B identify important facts/details;

RC-1(D) make inferences/use textual evidence; **ELPS** 4I employ reading skills to demonstrate comprehension

Meet the Author and Photographer William Muñoz

From the mountains to the prairies, William Muñoz and his camera have traveled all over the United States. He has taken photos of alligators, bald eagles, bison, polar bears, and many other animals in their natural habitats.



How Animals Communicate

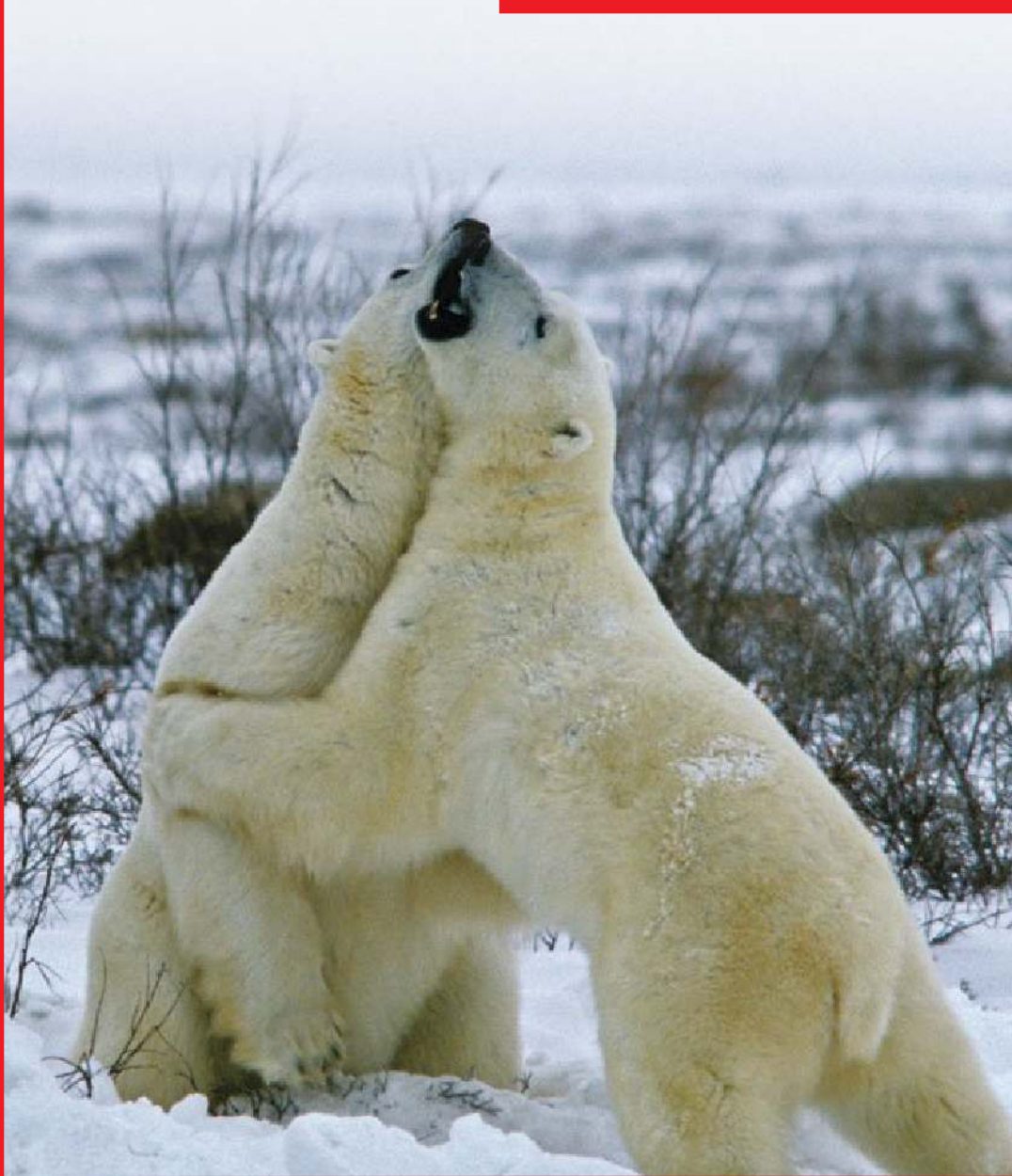
written with photographs by William Muñoz



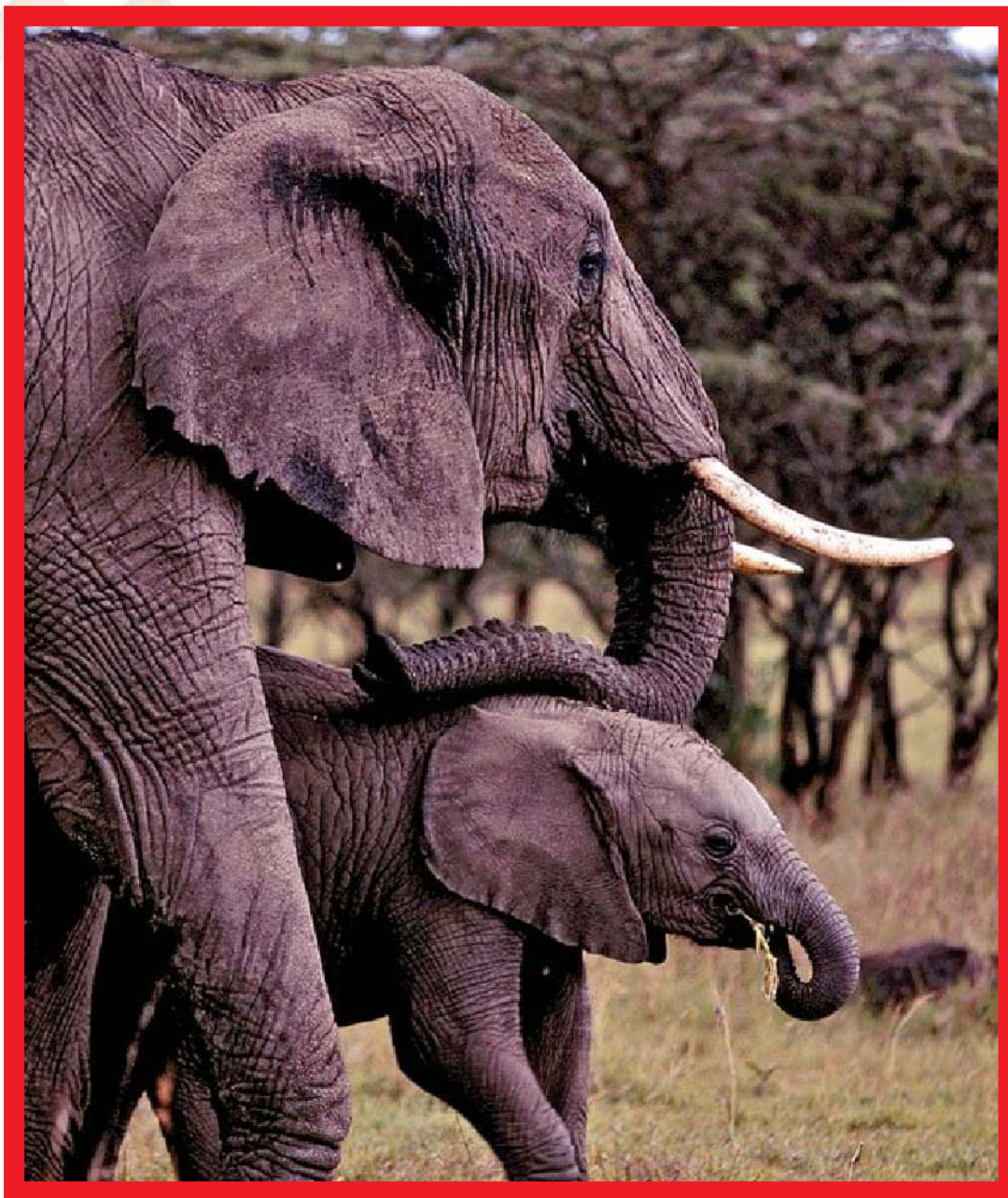
Essential Question

How do animals communicate?

Animals Touch



An **animal** will tug and grab.



An animal can hug its baby.
How do elephants hug?



The dog and cat are friends.
How can you tell?

Animals Hear



What is in the grass?
Animals can hear it.
They will run away from it.



A bird will sing—here I am!



A wolf will call to its pack—here I am!

Animals See

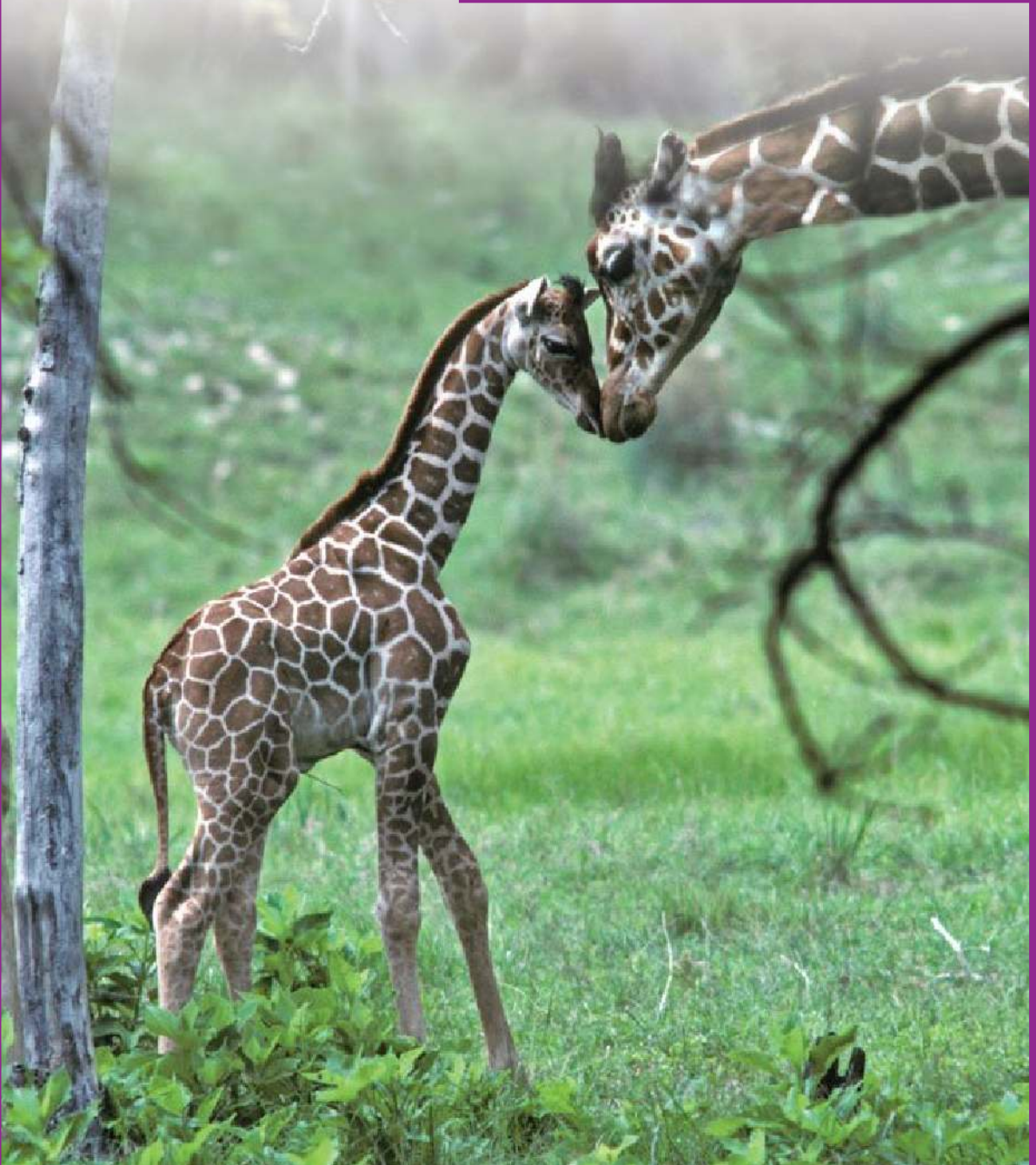


Why will a dog press its legs down?
It will let dogs see—I can play!



Some bees will buzz and dance if they find food.

Animals Smell



A mom can tell the smell **of** its baby.



An animal can have a bad smell.
It will **make** animals run away from it!

Touch



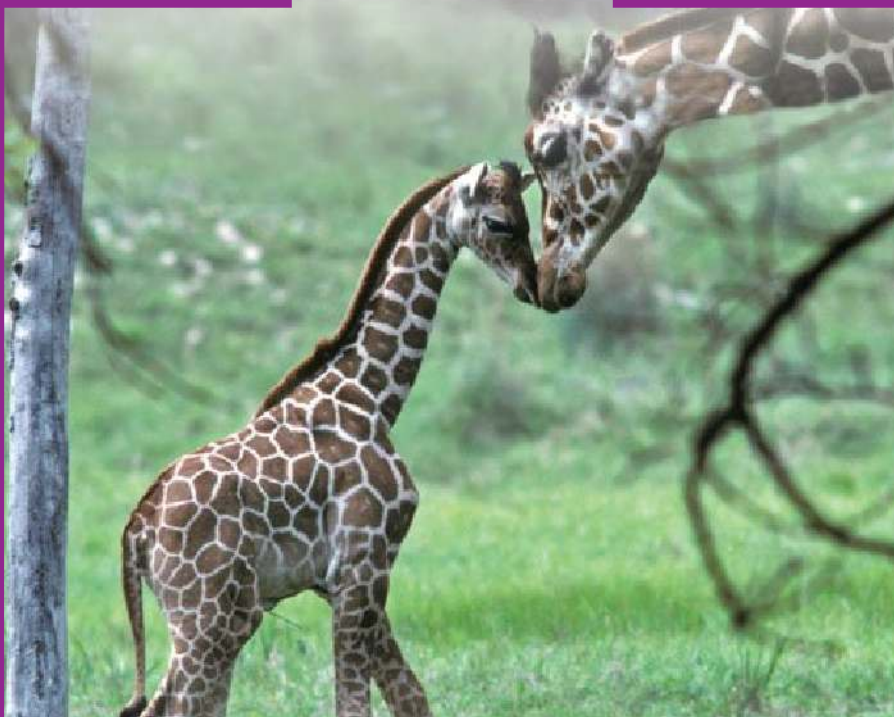
Hear



See



Smell





Tell what the mom can do.



Your Turn

1. What was the author's purpose when writing this story?

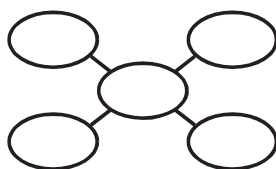
- ☐ To name a lot of animals
- ☐ To show that animals communicate
- ☐ To tell how animals see

TEKS 1.13

2.  **TARGET SKILL** Details

What kinds of things do animals do to communicate?

TEKS 1.14B, 1.24C; ELPS 4I



3. **Oral Language** Tell a partner two things you learned about animals. Use the Retelling Cards and speak clearly.

TEKS 1.14B, 1.28



Retelling Cards



TEKS 1.13 identify topic/explain author's purpose; **1.14B** identify important facts/details; **1.24C** record information in visual formats; **1.28** share information/ideas by speaking clearly; **ELPS 4I** employ reading skills to demonstrate comprehension

I Read

Crabs



PHONICS SKILL

Short i
Clusters with r



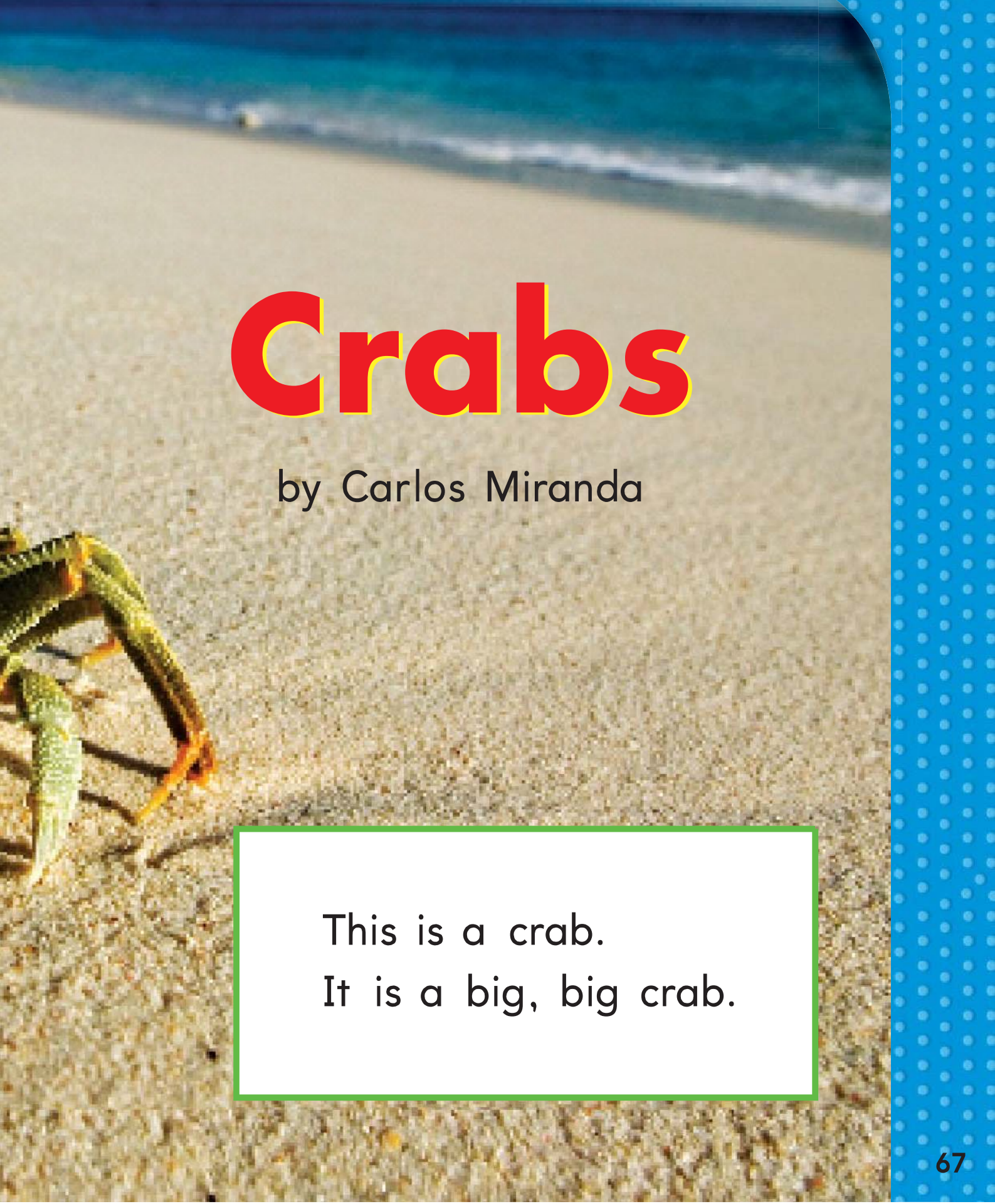
WORDS TO KNOW

of
make



TEKS 1.3A(i) decode words with consonants; 1.3A(ii) decode words with vowels; 1.3A(iii) decode words with consonant blends



A photograph of a sandy beach with waves in the background. In the lower-left foreground, a green crab with orange-tipped legs is partially visible. The title 'Crabs' is written in large, bold, red letters with a yellow outline, centered on the page. Below it, the author's name 'by Carlos Miranda' is written in a smaller, black font. A white rectangular box with a green border is positioned in the lower-right area, containing two lines of text. The right edge of the page features a blue vertical band with a white polka-dot pattern.

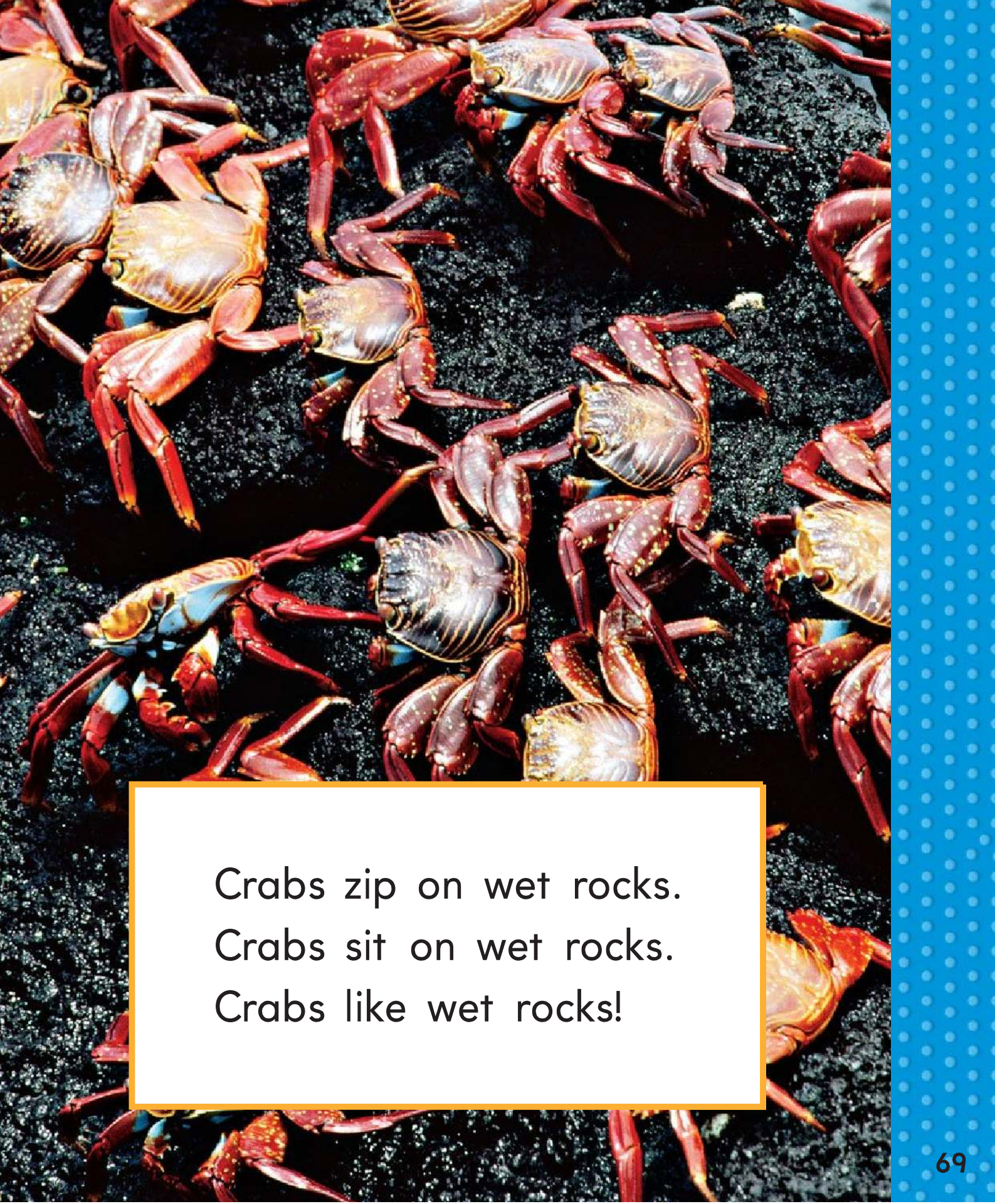
Crabs

by Carlos Miranda

This is a crab.
It is a big, big crab.



A crab has ten legs.
Yes! A crab has ten legs!



Crabs zip on wet rocks.
Crabs sit on wet rocks.
Crabs like wet rocks!



Crabs can grab.
Crabs can grip.



Do not pick up a crab.
Crabs can grab.
A crab can grab you!



Crabs can **make** tracks.
Crab tracks can zig and zag.



It is fun to look at crabs.
It is lots **of** fun!

Read Together



Connect to Science



WORDS TO KNOW

of	some
how	why
make	animal

GENRE

Informational text gives facts about a topic. This is an encyclopedia article.

TEXT FOCUS

Captions tell more information about a photo or picture. Look for captions that label photos.

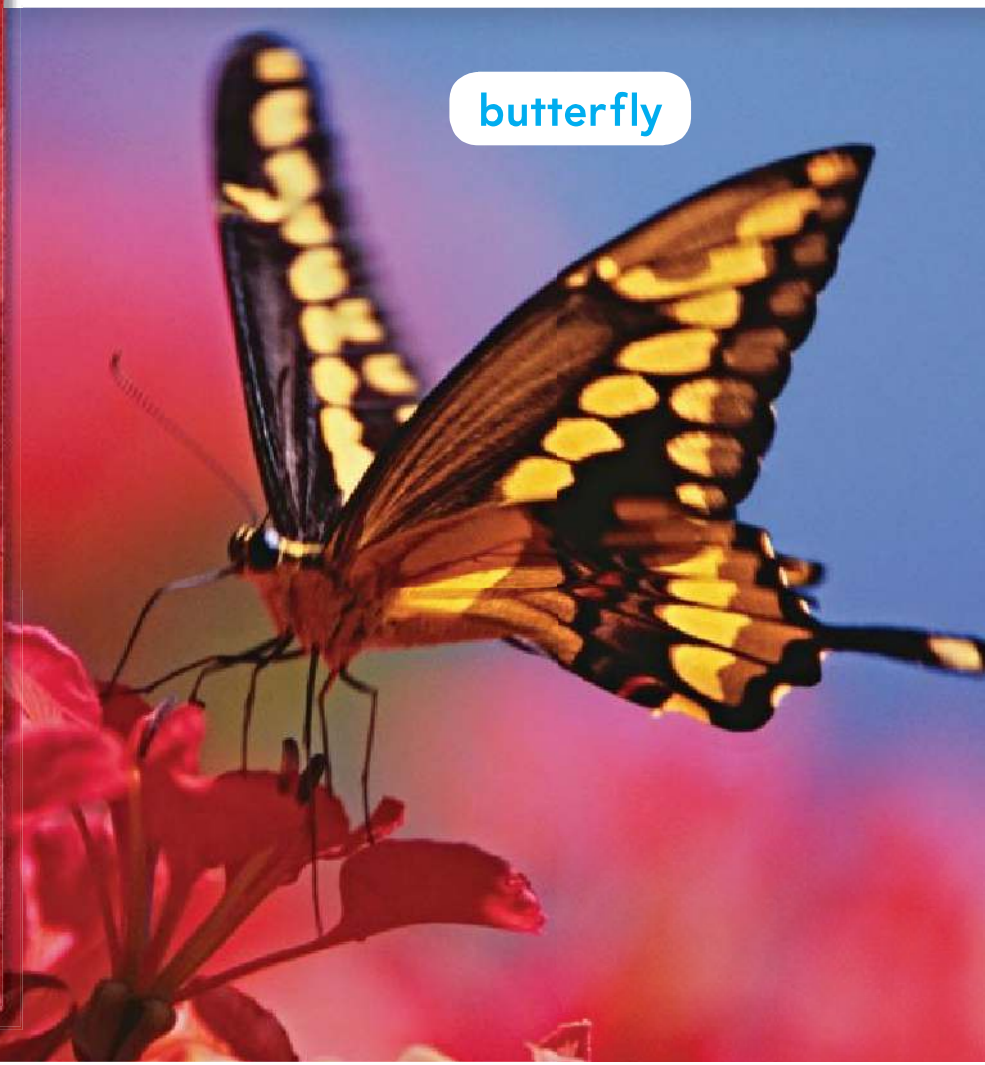


TEKS 1.3H identify/read high-frequency words; **1.14D** use text features to locate information; **ELPS 4F** use visual/contextual/peer/teacher support to read/comprehend texts

Insect Messages

An insect is an **animal** that has six legs. An insect's body has three parts. Most insects have wings so they can fly.

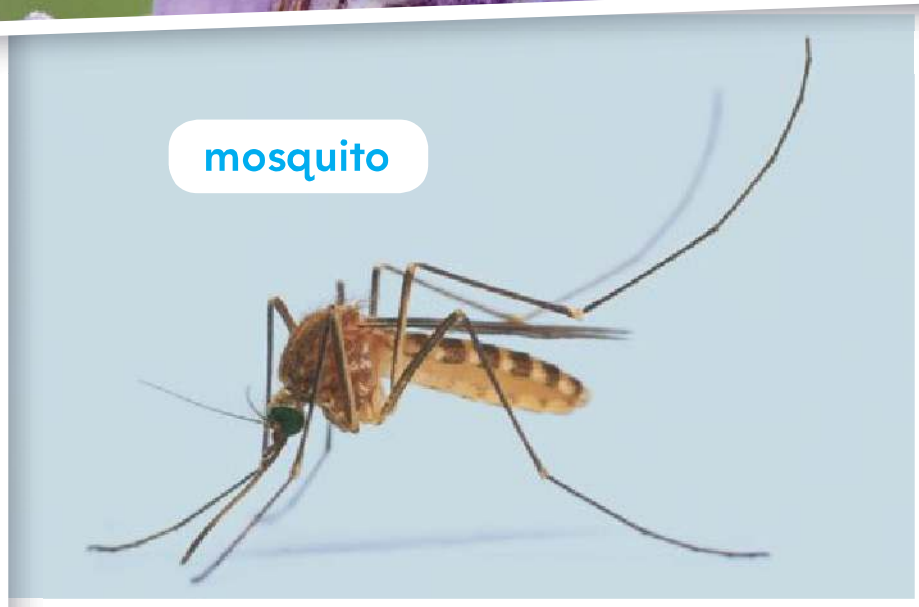
butterfly



Why do insects send messages? **Some** insects, such as mosquitoes, find each other by flying toward the sound that other mosquitoes' wings make. Honeybees can tell other honeybees where there is food. Every kind **of** insect has ways of sending messages.



honeybee



mosquito

ants

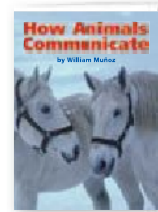


How do insects send each other messages?
Ants touch other ants. Crickets **make** sounds
with their front legs. Fireflies flash light.

The next time you see an insect, watch and
listen. It may be sending a message!

Making Connections

Read Together



Text to Self

TEKS RC-1(F)

Draw and Label Choose an animal that you like from one of the stories. Draw and label a picture of the animal.



Text to Text

TEKS 1.4B, 1.14B, RC-1(F)

Identify Important Facts What did you learn from the texts about ways insects and other animals communicate?



Text to World

TEKS 1.16A, 1.16B, RC-1(F)

Connect to Media Discuss with a partner different ways that people communicate.



TEKS 1.4B ask questions/seek clarification/locate details about texts; **1.14B** identify important facts/details; **1.16A** recognize media purposes; **1.16B** identify media techniques; **RC-1(F)** make connections to experiences/texts/community; **ELPS 1E** internalize new basic/academic language; **3D** speak using content area vocabulary



Grammar



Sentence Parts Every sentence has two parts. The naming part is called the **subject**. The action part is called the **predicate**.

Subject	Predicate
Some cats	play.
Birds	sing softly.
The friends	see the animals.





Turn and Talk

Read each sentence aloud with a partner.
One partner reads the subject and the other
reads the predicate. Then switch roles.

1. Bees buzz.
2. A wolf calls.
3. The kittens run away.
4. One mom hugs its baby.
5. Kim hears an elephant.



Grammar in Writing

When you proofread your writing, be sure
each sentence has two parts.



Write to Describe

Read
Together



Word Choice

A poem can describe a thing or explain how the writer feels. It may also have words that rhyme.

Nori wrote a poem about elephants. Then she added details to paint a clearer picture for readers.

Revised Draft

long, gray
Elephants have [^]trunks
that make a trumpet sound.



Writing Traits Checklist



Word Choice

Did I choose clear words to describe or explain my topic?



Did I use words that rhyme?



Can I clap a rhythm to my poem?



Find details that tell how things look, move, and sound in Nori's poem. Then revise your writing. Use the Checklist.

Final Copy

Elephants

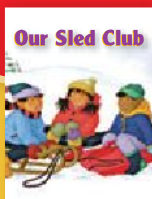
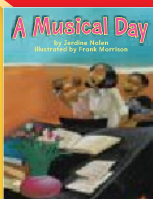
Elephants have
long, gray trunks
that make a trumpet sound.

They use their trunks
to eat and drink
and spray water all around.



Lesson

8



WORDS TO KNOW HIGH-FREQUENCY WORDS

our
today
she
now
her
would

Vocabulary Reader



Context Cards



TEKS 1.3H identify/read high-frequency words; **ELPS 1F** use accessible language to learn new language; **3B** expand/internalize initial English vocabulary

Read Together

Words to Know

- Read each **Context Card**.
- Use a blue word to tell a story about a picture.

1

our

We like to play **our** games together.



2

today

The music class will practice **today**.



3

she

She likes to draw with her sister.



4

now

They eat lunch **now**.
Later they will play.



5

her

She took food for **her** lunch out of the bag.



6

would

Would you like to play with us?





Background



WORDS TO KNOW

Making Music

1. The concert is **today**.
2. The teacher will lead **our** band.
3. **She** sits at the piano.
4. A girl taps **her** drum to begin.
5. **Now** we are ready.
6. **Would** you like to hear us play?



Would you like to tap a drum like this?
What other music would you like to play?



Comprehension



TARGET SKILL Sequence of Events

The events in a story are often told in an order that is called the **sequence of events**. The sequence of events is what happens **first**, **next**, and **last** in a story.

First



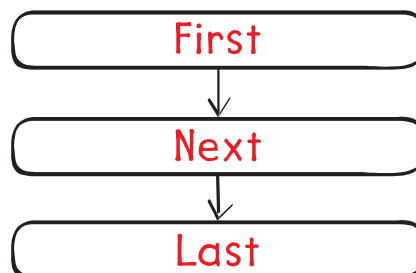
Next



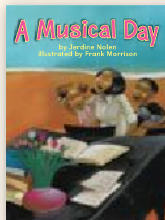
Last



As you read **A Musical Day**, use a chart like this one to tell the order of what happens first, next, and last.



Read Together



WORDS TO KNOW

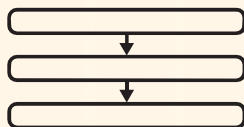
our	now
today	her
she	would



TARGET SKILL

Sequence of Events

Tell the order in which things happen.



TARGET STRATEGY

Analyze/Evaluate Tell how you feel about the text, and why.

GENRE

Realistic fiction is a story that could happen in real life.



TEKS 1.9A retell story events; **RC-1(E)** retell/act out important story events; **RC-1(F)** make connections to experiences/texts/community; **ELPS** 4F use visual/contextual/peer/teacher support to read/comprehend texts

Meet the Author

Jerdine Nolen



Some kids collect baseball cards. Others collect shells. When Jerdine Nolen was a kid, she used to collect words. For a long time, **cucumber** was her favorite word. **Plantzilla** and **Raising Dragons** are two books Ms. Nolen has written.

Meet the Illustrator

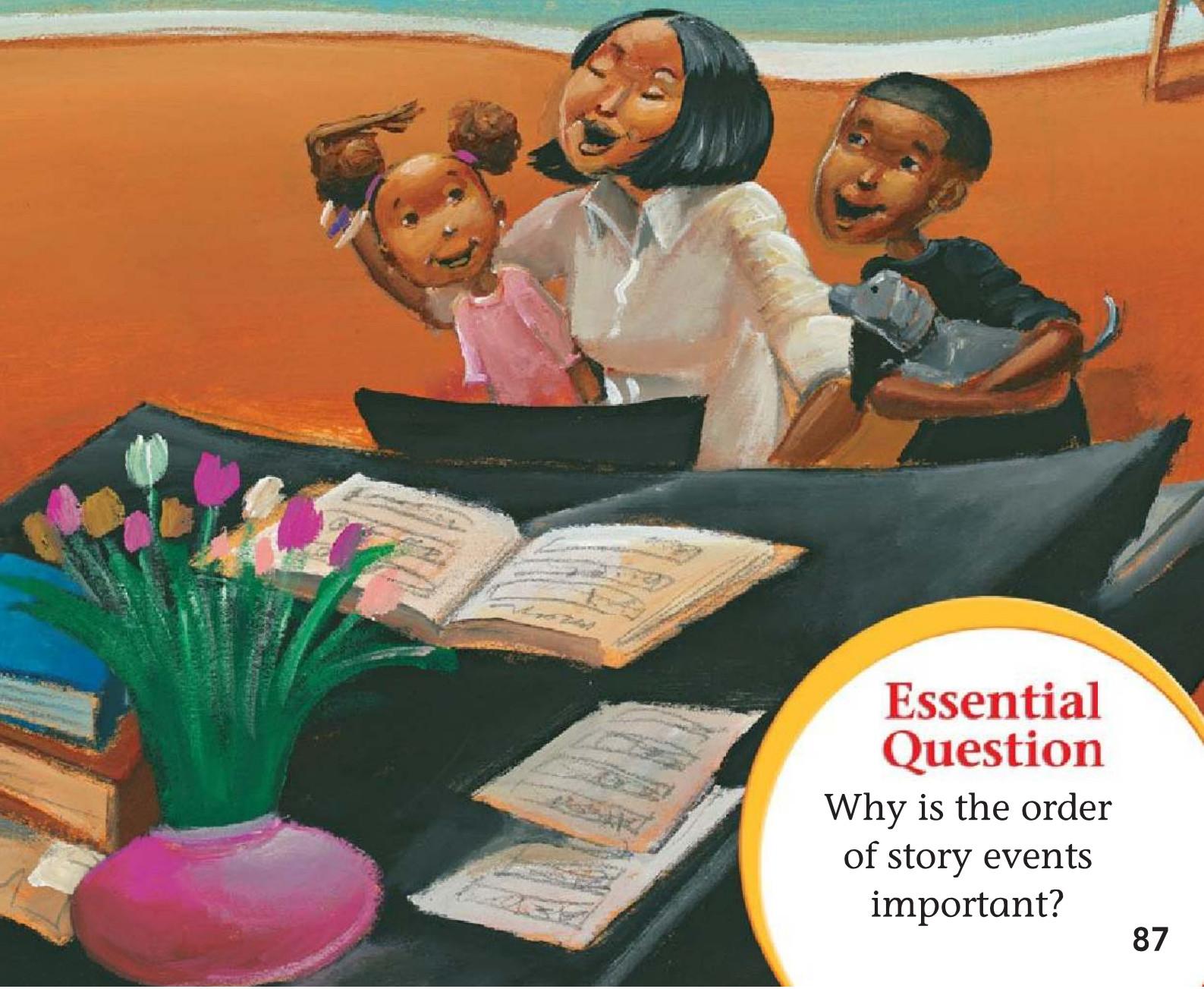
Frank Morrison



Music and dance have always been part of Frank Morrison's life. He once toured the country as a dancer. The pictures he draws now are so lively they seem like they are dancing!

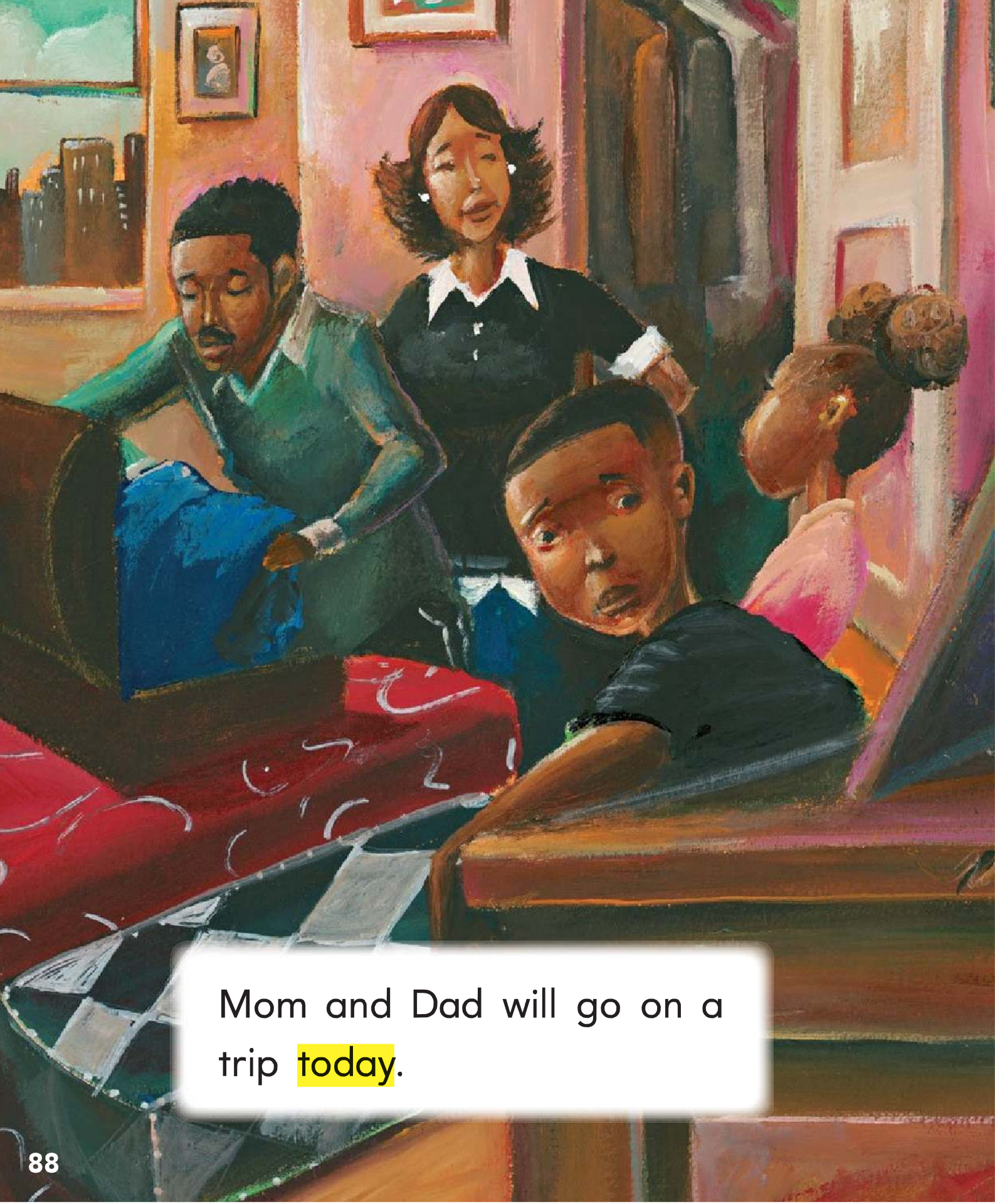
A Musical Day

written by Jerdine Nolen
illustrated by Frank Morrison



Essential Question

Why is the order of story events important?



Mom and Dad will go on a trip today.



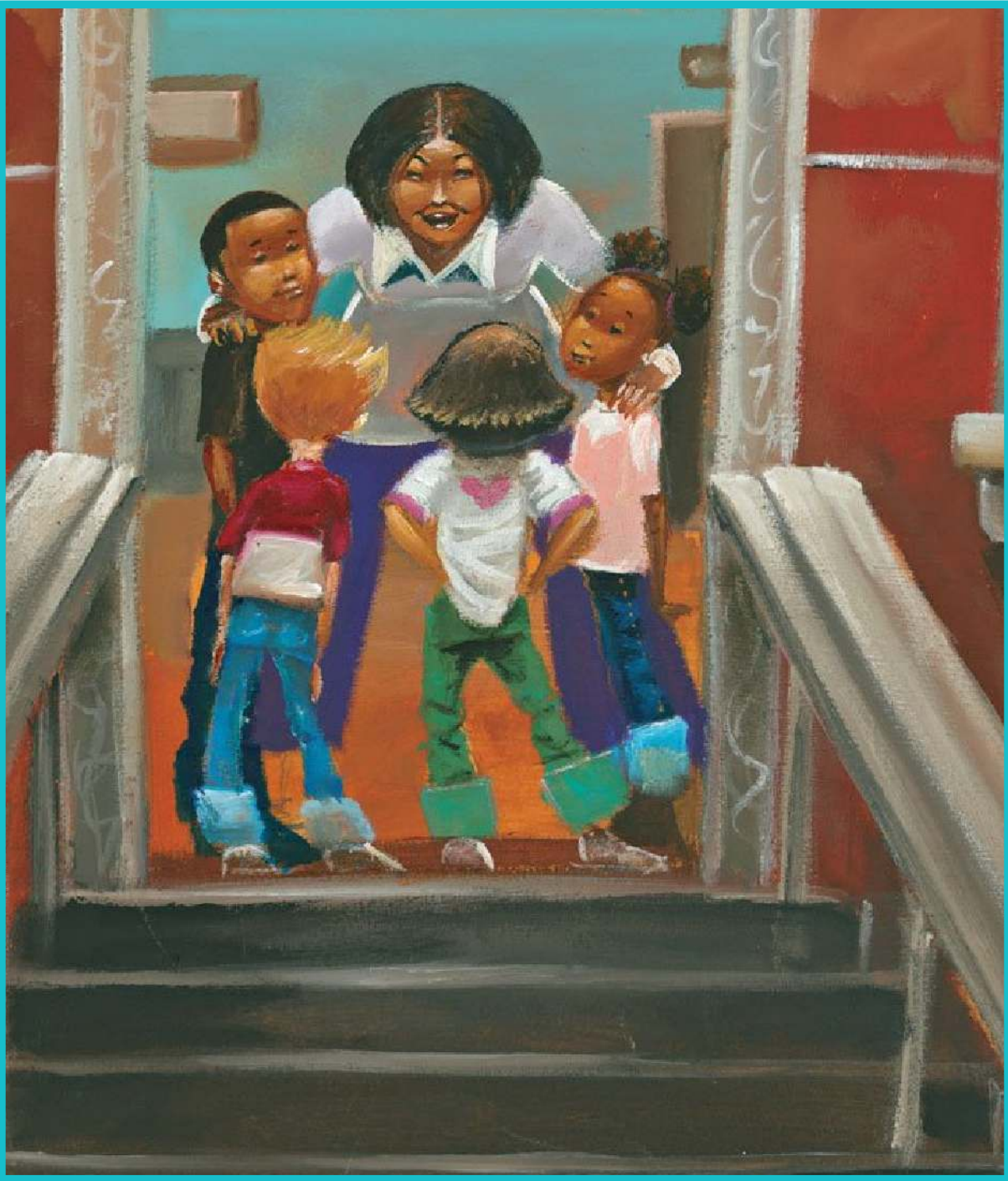
Our Aunt Viv will be with us.
Tom and I are glad.



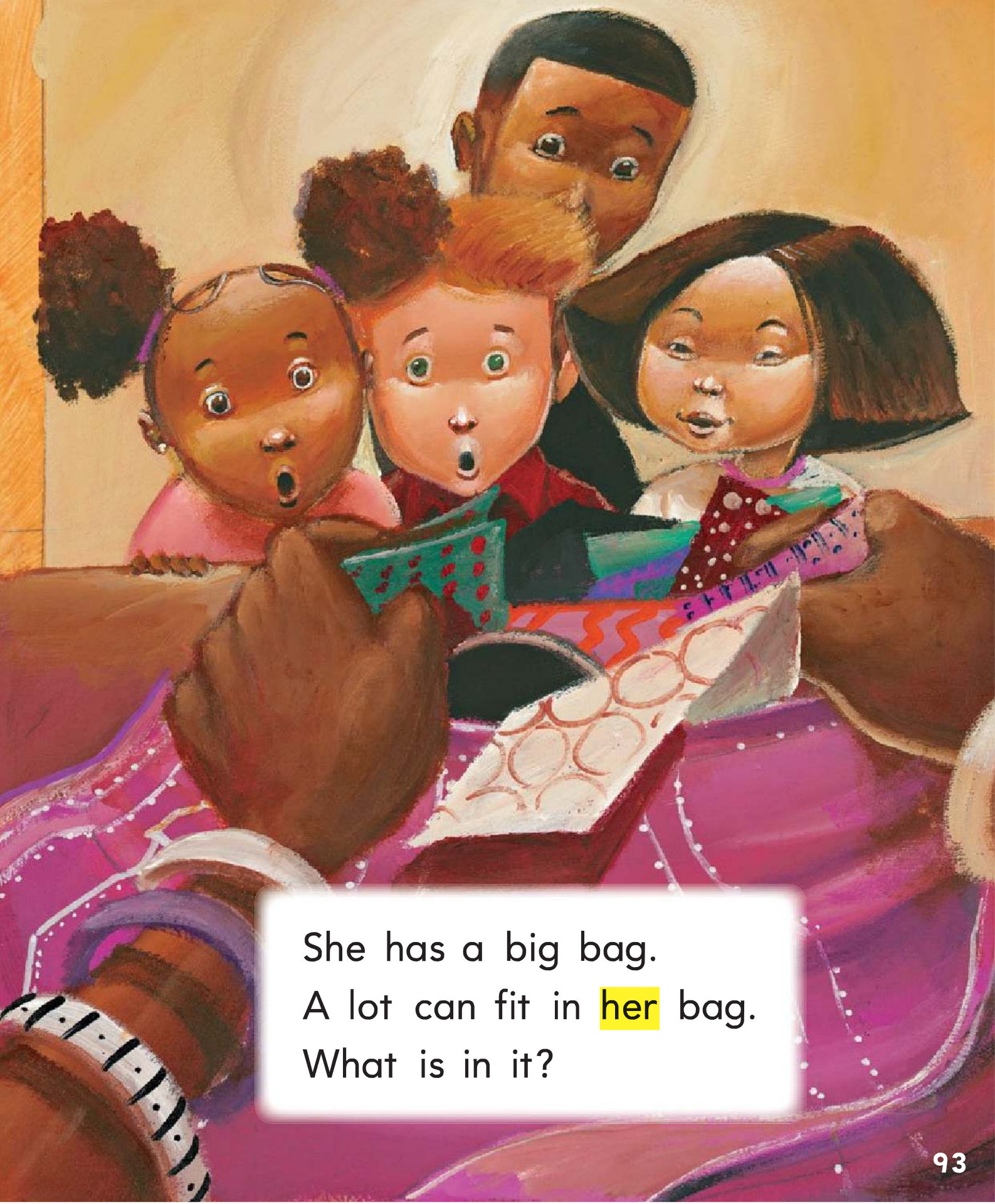
We get a big hug from Aunt Viv.
She is lots of fun!



We clap, hop, and sing.



Glen and Meg get here.
Now Aunt Viv has a plan.



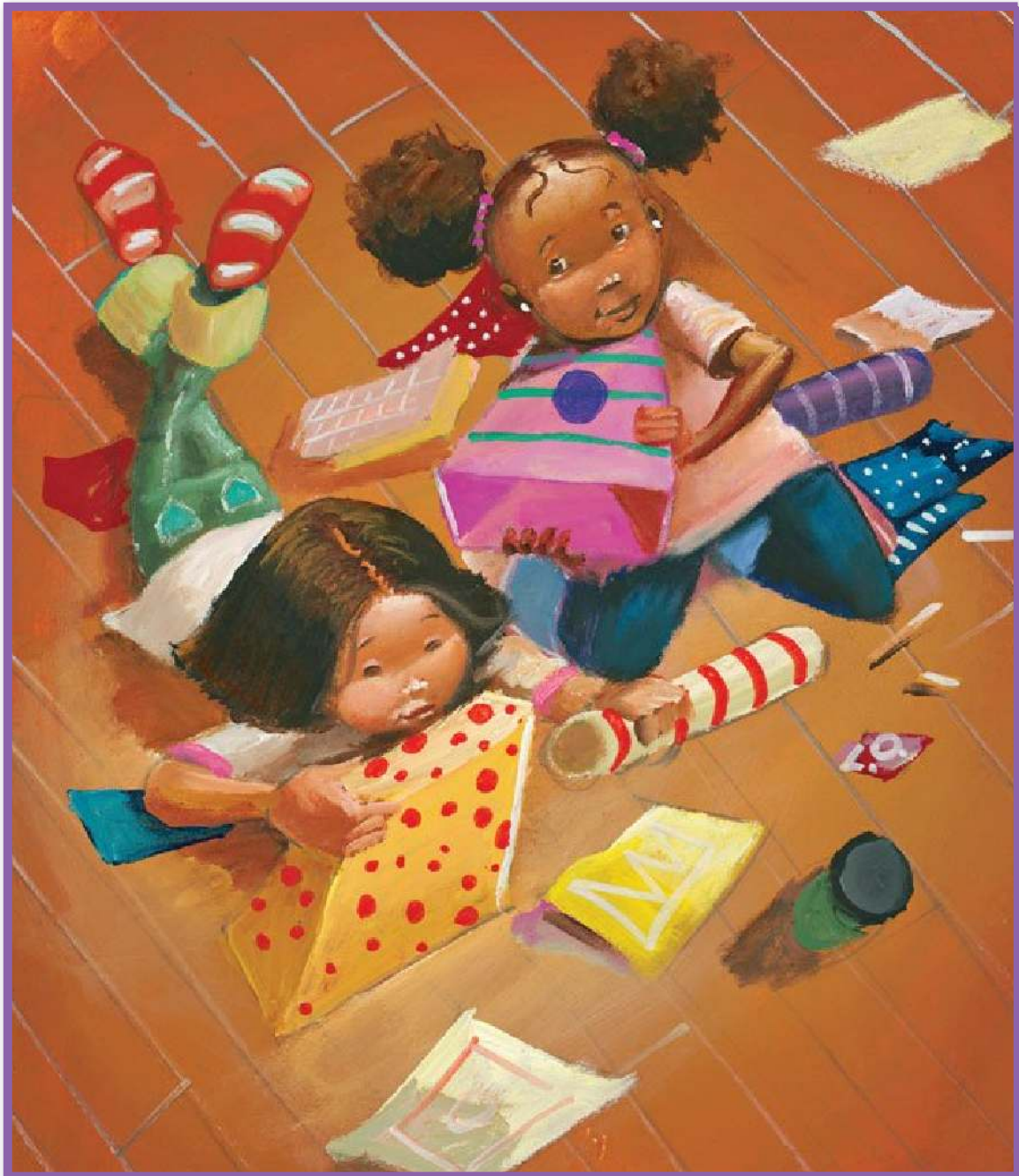
She has a big bag.
A lot can fit in **her** bag.
What is in it?



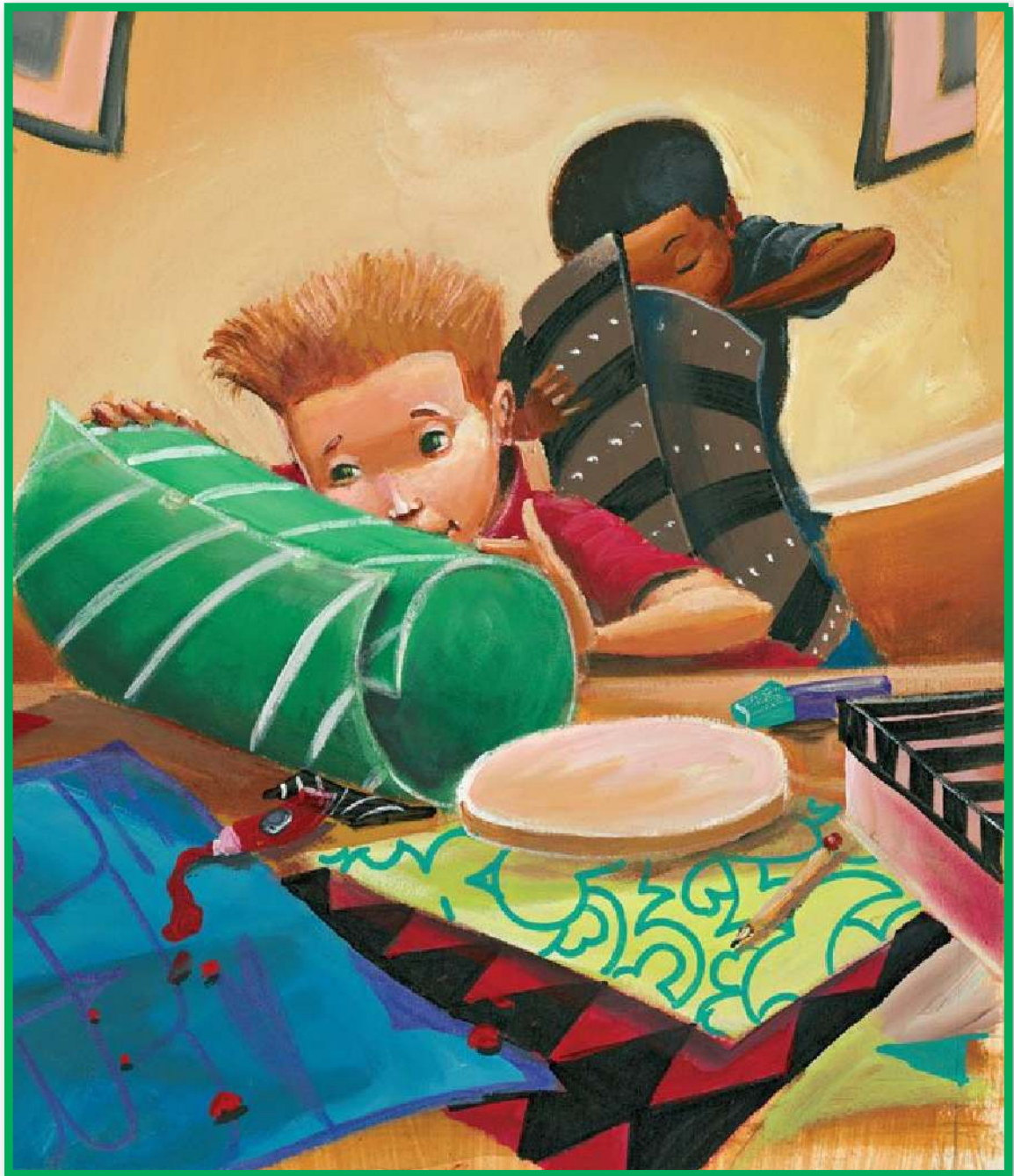
"**Would** you kids like to play music?" Aunt Viv said.



"Yes!" we yell.



Meg and I make guitars to pluck.

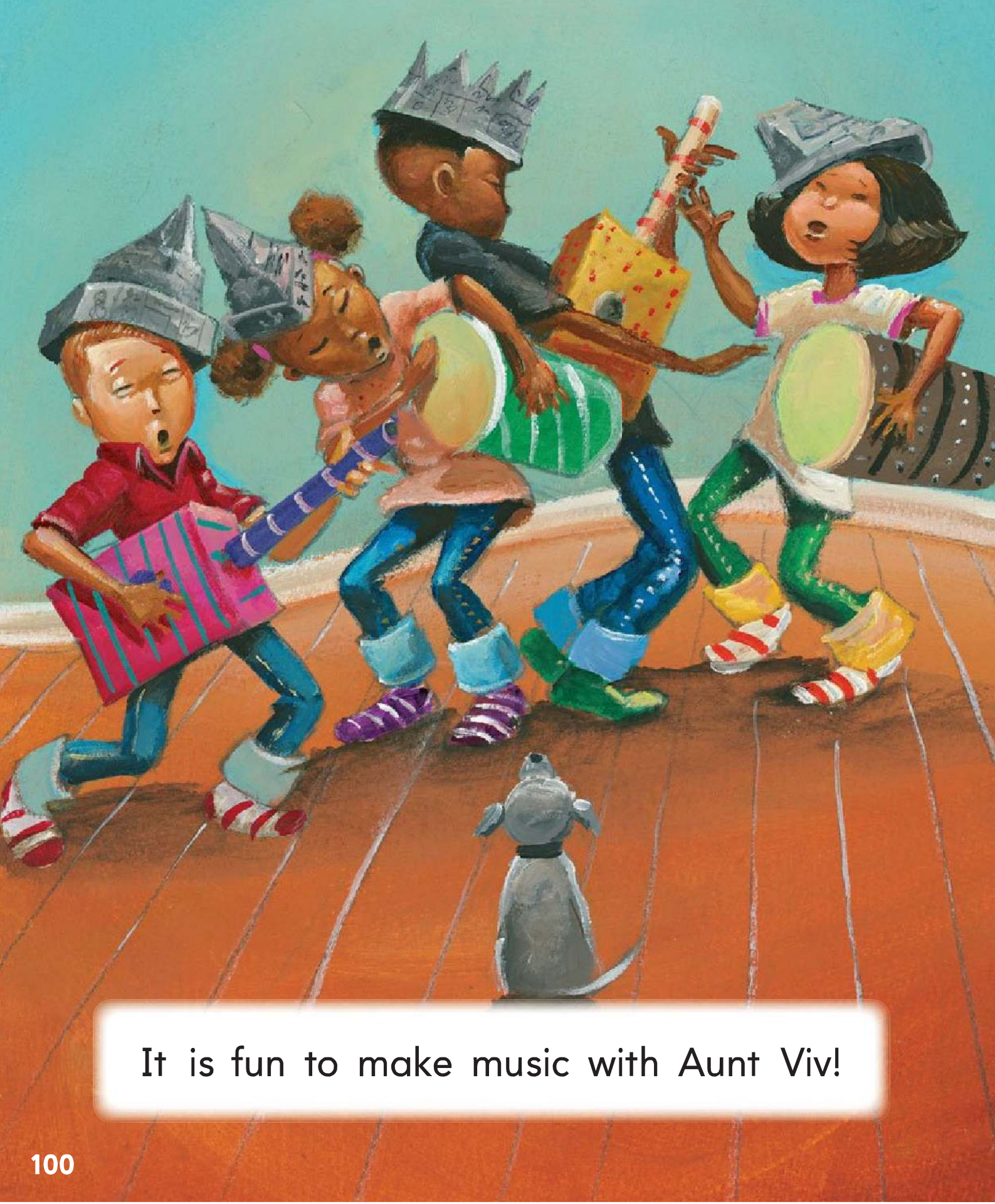


Tom and Glen make drums to tap.





Tom, Glen, Meg, and I are a band.



It is fun to make music with Aunt Viv!



Your Turn

1. Why do the children like Aunt Viv?

- ☐ Aunt Viv comes to cook for the children.
- ☐ Aunt Viv takes the children to the park.
- ☐ Aunt Viv is fun and plays with the children.

TEKS 1.9B, RC-1(D)

2.  **TARGET SKILL** Sequence of Events

Think about what happens after Meg and Glen come to the house. Retell the important events in order. TEKS 1.9A, RC-1(E)

↓
↓

3. **Oral Language** Act out the important events in the story. Use props, such as toy instruments, to help you. TEKS 1.9A, RC-1(E), ELPS 4G



TEKS 1.9A retell story events; 1.9B describe/analyze characters; RC-1(D) make inferences/use textual evidence; RC-1(E) retell/act out important story events; ELPS 4G demonstrate comprehension through shared reading/retelling/responding/note-taking

I Read

Our Sled Club



PHONICS SKILL

Short **o**
Clusters with **I**



WORDS TO KNOW

our
now
her



TEKS 1.3A(i) decode words with consonants;

1.3A(ii) decode words with vowels; **1.3A(iii)**

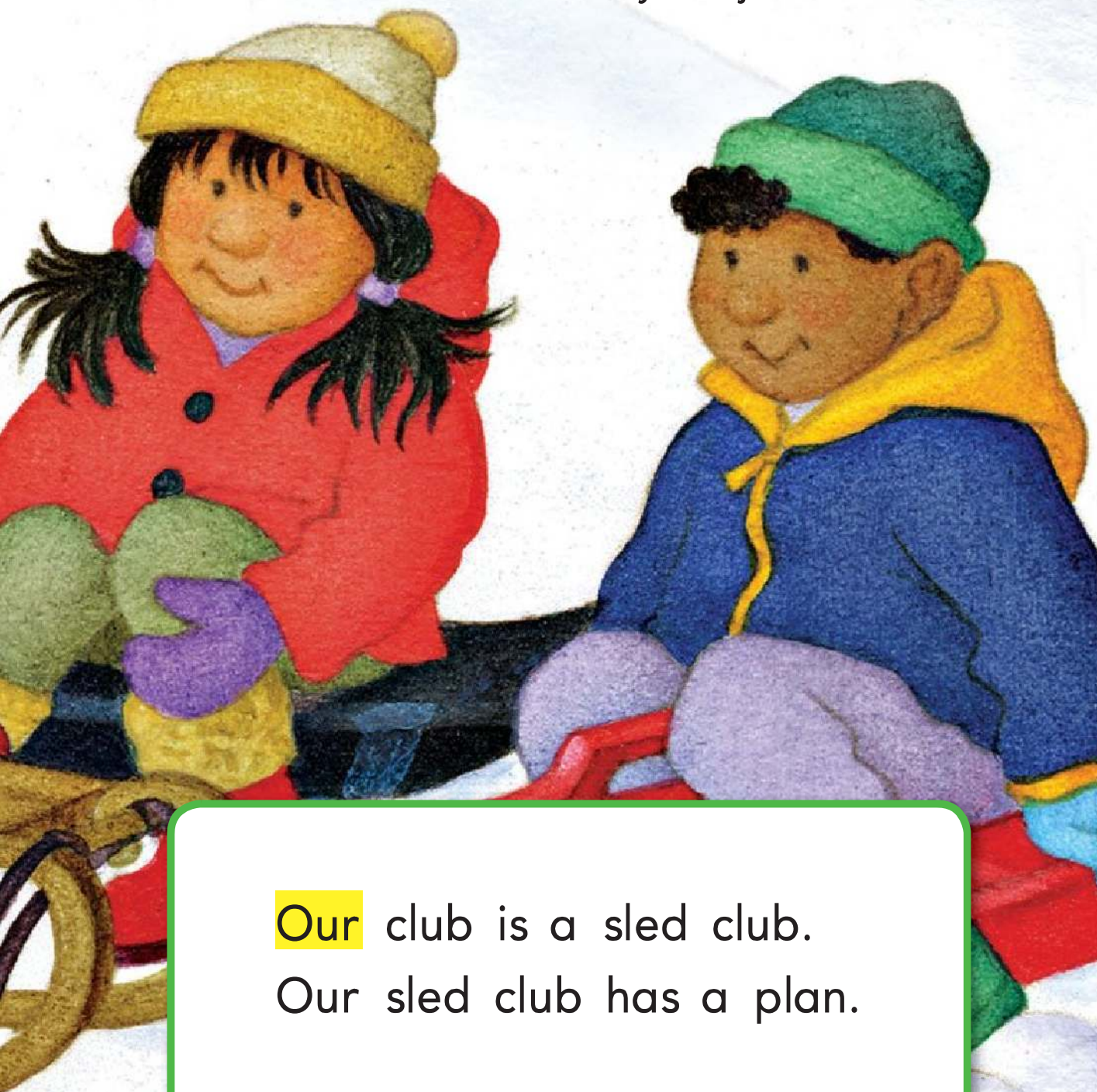
decode words with consonant blends; **1.3H**

identify/read high-frequency words; **ELPS 4A** learn English sound-letter relationships/decode

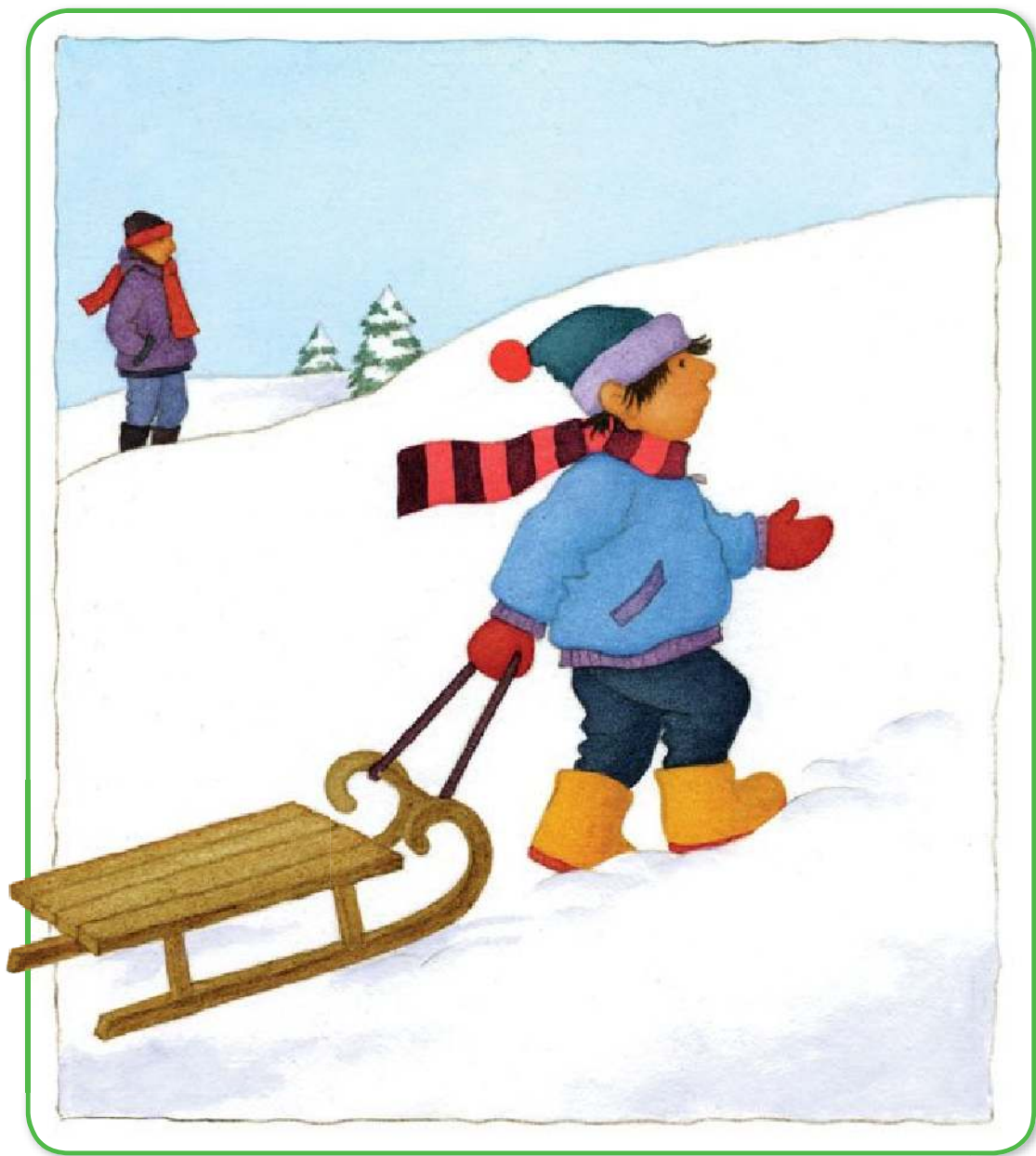


Our Sled Club

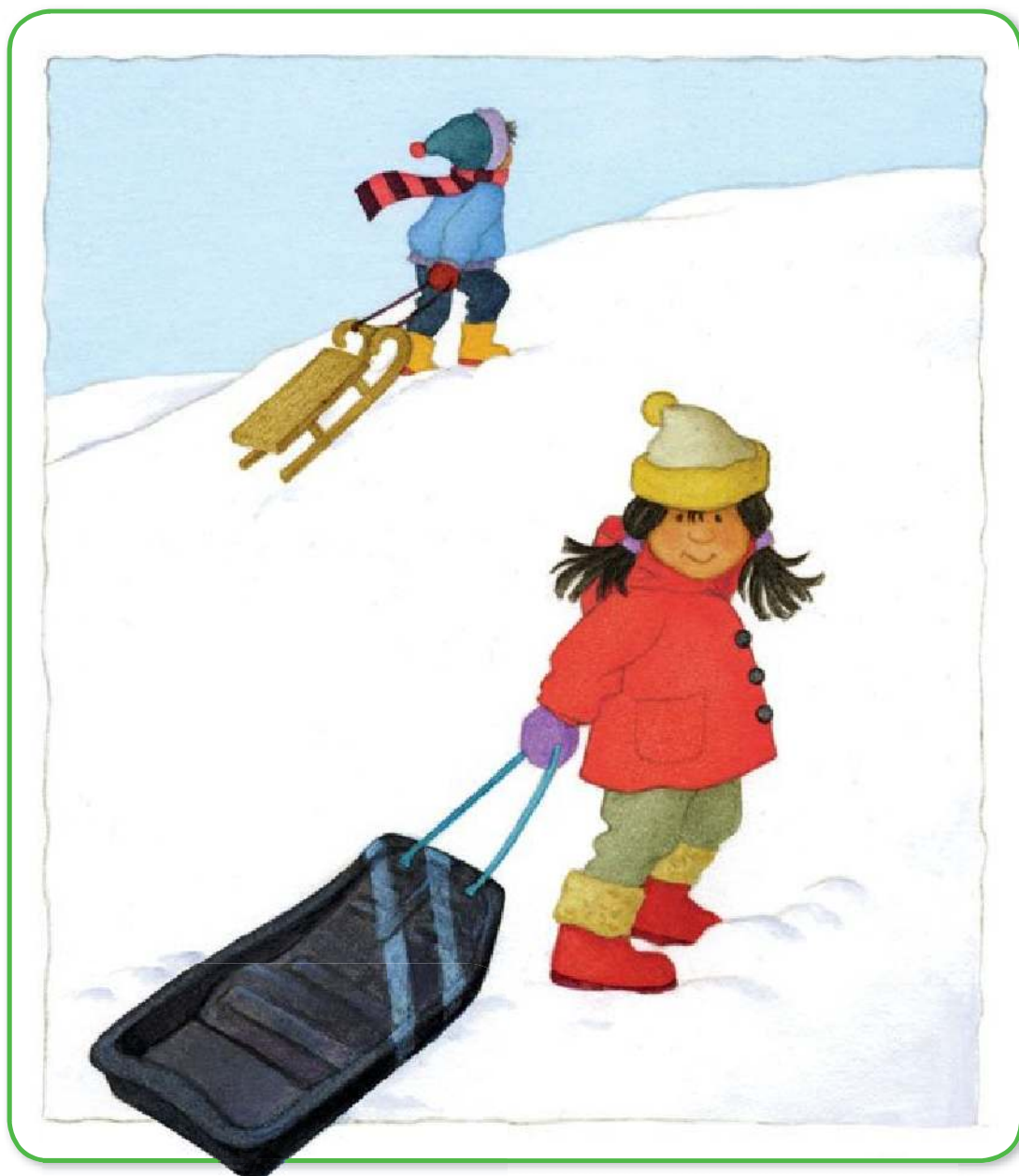
by Beatrice Wolfe
illustrated by Sonja Lamut



Our club is a sled club.
Our sled club has a plan.



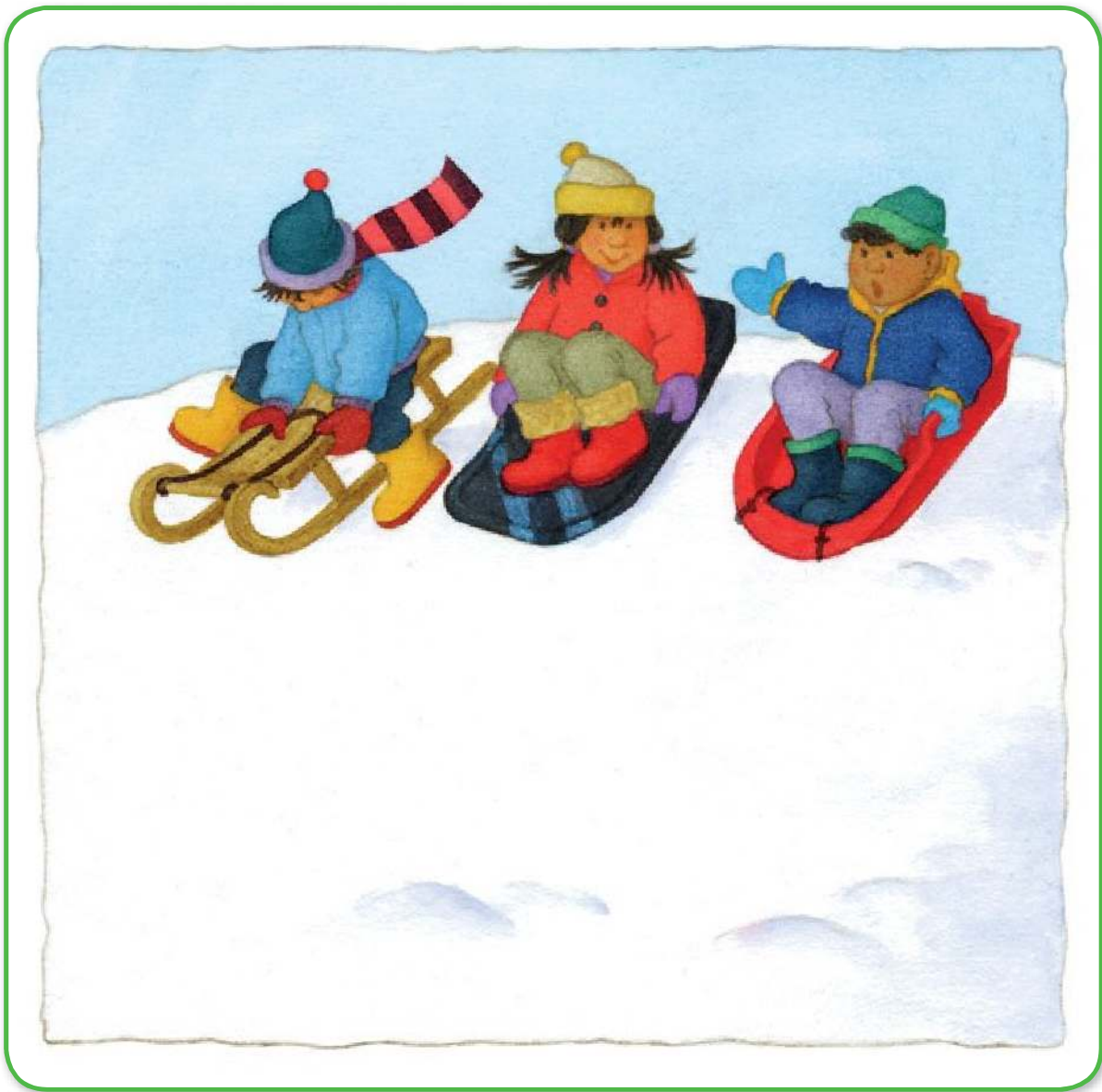
Glen has a tan sled.
Glen tugs his tan sled
up Block Hill.



Roz has a black sled.
Roz tugs **her** black sled
up, up Block Hill.



Dan has a red sled.
Dan tugs his red sled
up, up, up Block Hill.



Glen yells, "Hop on!"

Roz yells, "Get set!"

Now Dan yells, "Go!"



We grip our sleds.
We will not flip.
We will not flop.



Our Sled Club has fun!



Connect to Social Studies



WORDS TO KNOW

our	now
today	her
she	would

GENRE

Informational text
gives facts about a
topic. This is a
magazine article.

TEXT FOCUS

A **diagram** is a drawing
that shows how
something works. Find
the diagram of a drum.



TEKS 1.3H identify/read high-frequency words; 1.14D use text features to locate information; 1.15A follow written multi-step directions; **ELPS** 4F use visual/contextual/peer/teacher/support to read/comprehend texts

Drums

by Tim Pano

People around the world play drums. Yolanda Martinez plays drums. **She** makes drums, too. She sells **her** drums.



All drums have a frame. They have a drumhead, too. Drummers use a beater stick to play this drum.

Parts of a Drum

drumhead



frame



beater stick



Make a Drum

Would you like to make a drum today?

Try this.

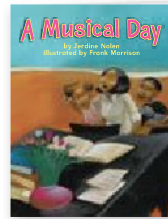
- 1 Get an empty coffee can or an oatmeal carton.
- 2 Tape paper around the sides.
- 3 Now tape brown paper over the top.

We like to play
our drums.



Making Connections

Read Together



Text to Self

TEKS 1.28; RC-1(F)

Discuss Music Tell how you like to make music. Speak clearly and slowly so that your classmates understand you.



Text to Text

TEKS 1.9B; 1.14C; RC-1(F)

Connect to Social Studies Use the words and pictures to tell how people in the selections share what they like to do.



Text to World

TEKS 1.19B; RC-1(F)

Write a Note Think about something a family member has taught you. Write a thank-you note to that person. Write details in an order that makes sense.



TEKS 1.9B describe/analyze characters; 1.14C retell order of events; 1.19B write short letters; 1.28 share information/ideas by speaking clearly; **RC-1(F)** make connections to experiences/texts/community; **ELPS** 1E internalize new basic/academic language; 3E share information in cooperative learning interactions; 3I adapt spoken language



Grammar



Statements A sentence that tells something is called a **statement**. A statement begins with a capital letter and ends with a period.

The children like to make music.

They play for their class.

One girl taps a drum.





Turn and Talk

Find the three statements. Write them correctly on another sheet of paper.

1. my friends play in a band
2. sits at his drum set
3. she plucks a guitar
4. the very best singer
5. they have a lot of fun



Grammar in Writing

When you proofread your writing, be sure each statement begins with a capital letter and ends with a period.



Write to Describe

Read
Together

 **Word Choice** When you write a **thank-you note**, tell what you are thankful for. Use exact adjectives to make your ideas clear.

Beth wrote a note. Later, she changed **good** to adjectives that are more exact.

Revised Draft

Thank you for the new hat.
It is ~~good~~ ^{soft and warm}.



Writing Traits Checklist

-  **Word Choice** Did I use exact adjectives?
-  Does my thank-you note have all five parts?
-  Did I use capital letters and periods correctly?



Look for adjectives in Beth's final copy.
Then revise your writing. Use the Checklist.

Final Copy

June 4, 2011

Dear Aunt Jess,

Thank you for the new hat.
It is soft and warm. I really
like the purple stripes.

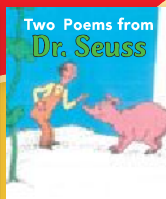
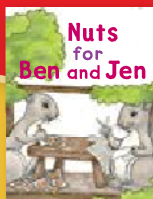
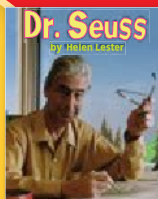
Love,

Beth



Lesson

9



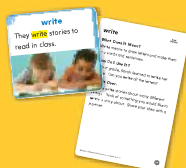
WORDS TO KNOW HIGH-FREQUENCY WORDS

write
read
pictures
draw
was
after

Vocabulary Reader



Context Cards



TEKS 1.3H identify/read high-frequency words; **ELPS 1F** use accessible language to learn new language; **3B** expand/internalize initial English vocabulary

Read Together

Words to Know

- Read each **Context Card**.
- Use a blue word to tell about something you did.

1

write

They **write** stories to read in class.



2

read

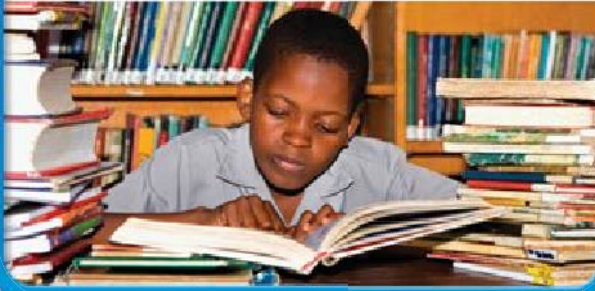
Dad will **read** a book to us.



3

pictures

He is looking for some **pictures** of lions.



4

draw

They all like to **draw** pictures.



5

was

This animal book **was** very funny!



6

after

They will go to sleep **after** the story.





Background



WORDS TO KNOW

Making a Book

1. An author will **write** a story.
2. An artist gets the story **after** it is done.
3. The artist will **read** the story.
4. The artist takes time to **draw**.
5. The words and **pictures** are made into a book.
6. This book **was** fun to read!



pens



pencils



paper



paints



computer



Comprehension



TARGET SKILL Text and Graphic Features

Some nonfiction selections have special text and features that give them more information. Special text can be **labels** or **captions**. Features can be **photos**, **graphs**, or **drawings**.

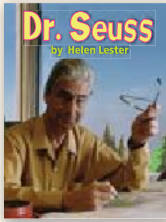


**Dr. Seuss National
Memorial Sculpture
Garden**

As you read **Dr. Seuss**, pay attention to the text and photos. Tell how they are used.

Feature	Purpose

Read Together



WORDS TO KNOW

write	draw
read	was
pictures	after



TARGET SKILL

Text and Graphic

Features Tell how words go with photos.



TARGET STRATEGY

Question Ask questions about what you are reading.

GENRE

A **biography** tells about events in a person's life.



TEKS 1.14D use text features to locate information; 1.27A listen attentively/ask relevant questions; 1.4B ask questions/seek clarification/locate details about texts; **RC-1(B)** ask literal questions of text; **ELPS** 4D use prereading supports to comprehend texts

Meet the Author

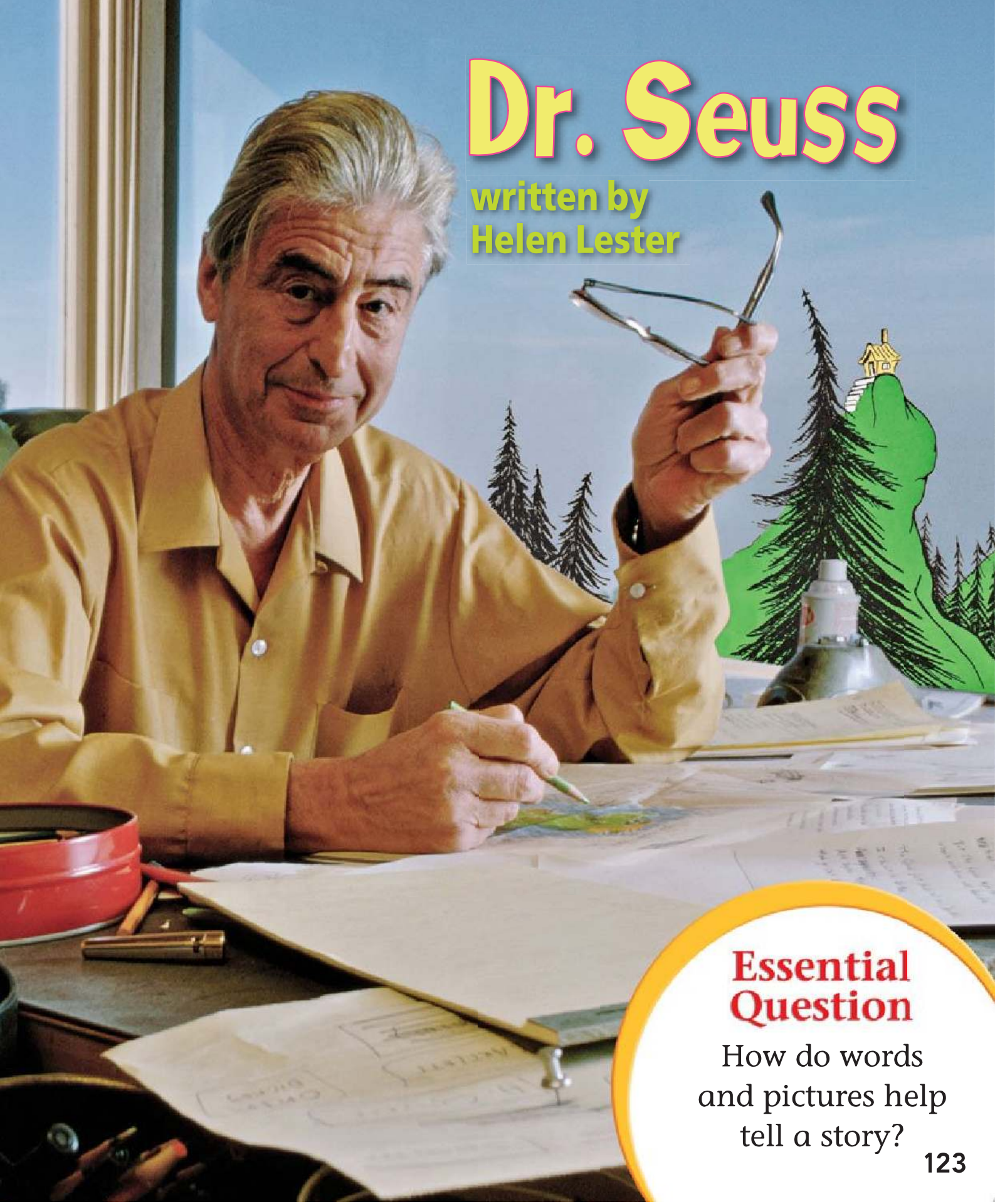
Helen Lester



Just like Dr. Seuss, Helen Lester has written a lot of books that make you laugh. She says that the funny characters she creates, such as Tacky the Penguin, are just like the students she had when she was a second-grade teacher.

Dr. Seuss

written by
Helen Lester



Essential Question

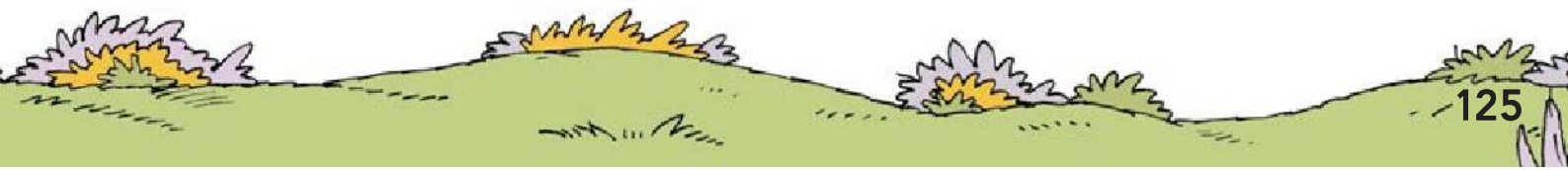
How do words
and pictures help
tell a story?



Here is Dr. Seuss.
You can call him Ted.
His mom and dad did!



Ted was a funny man.

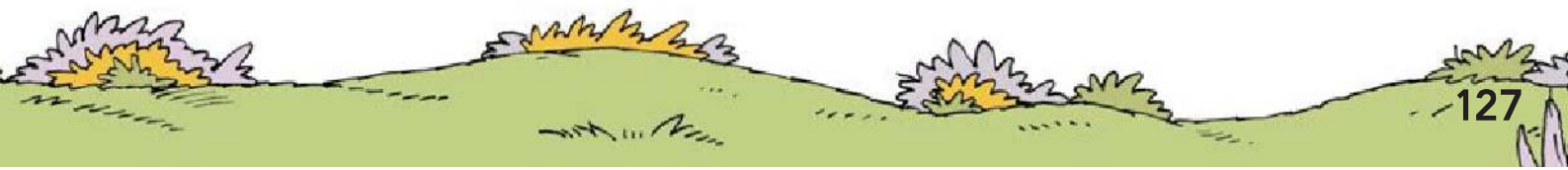


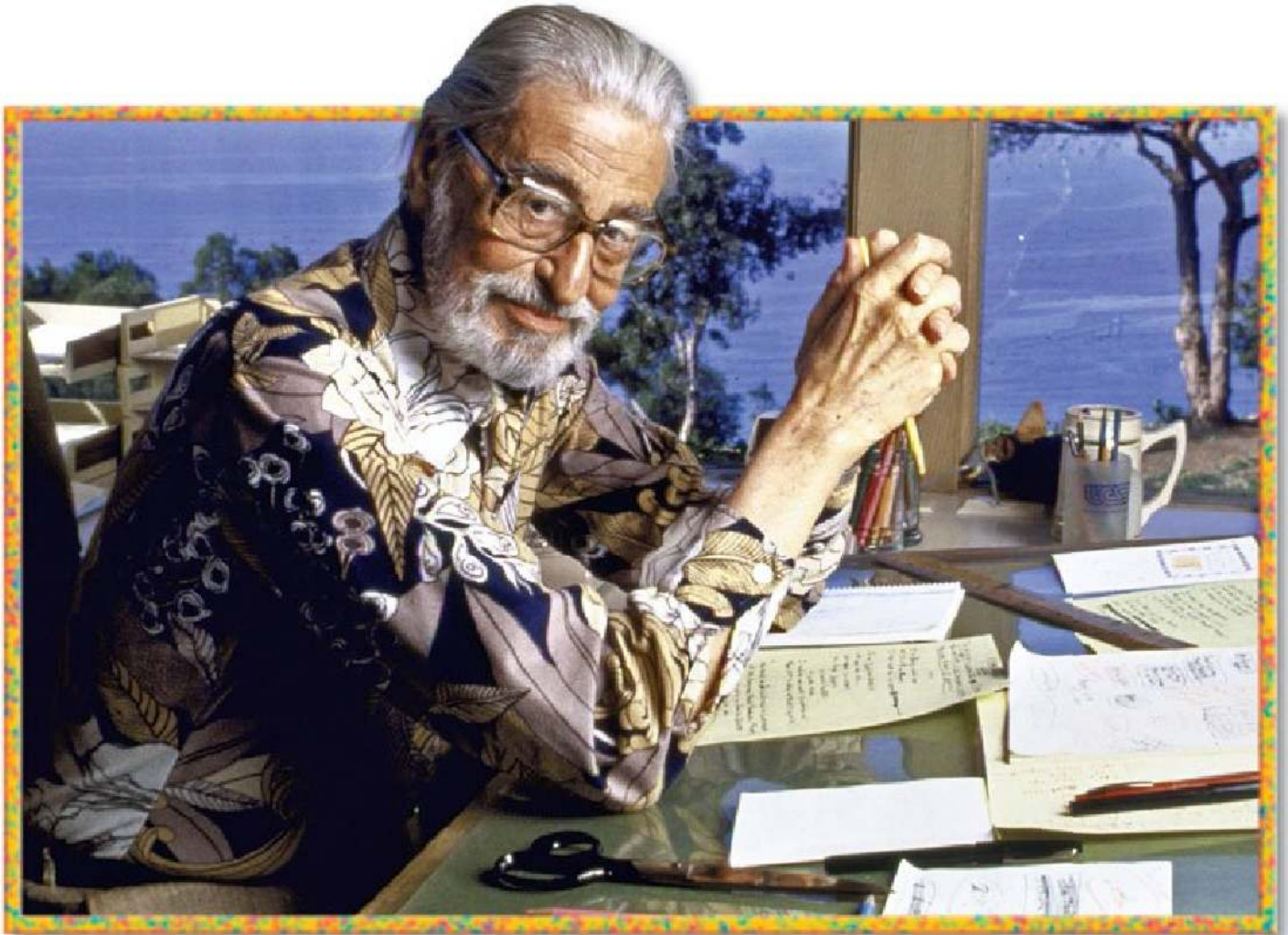


Ted would draw pictures.



Here is a fun picture.





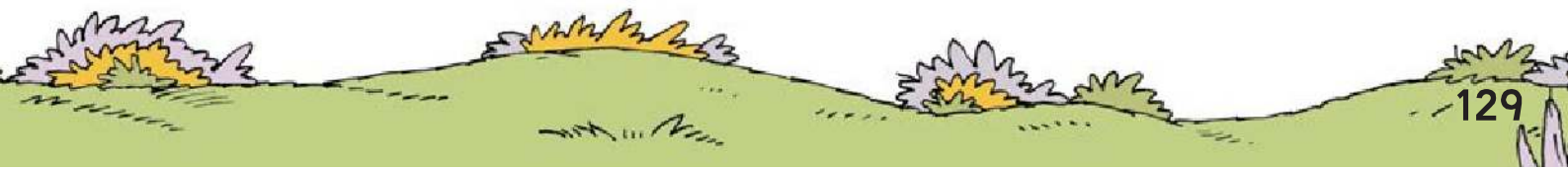
Ted would **write**, too.

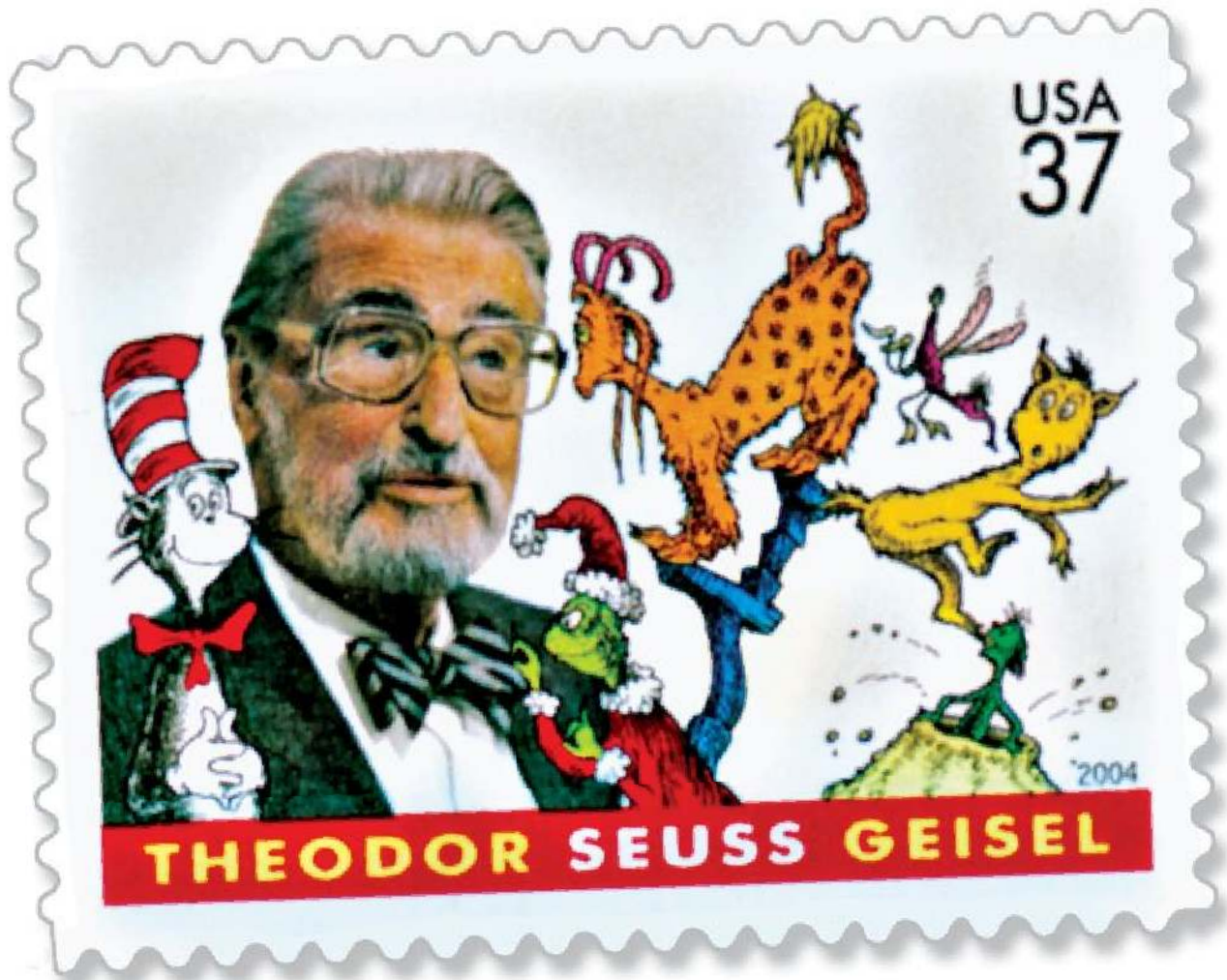
Ted wrote **The Cat in the Hat**.



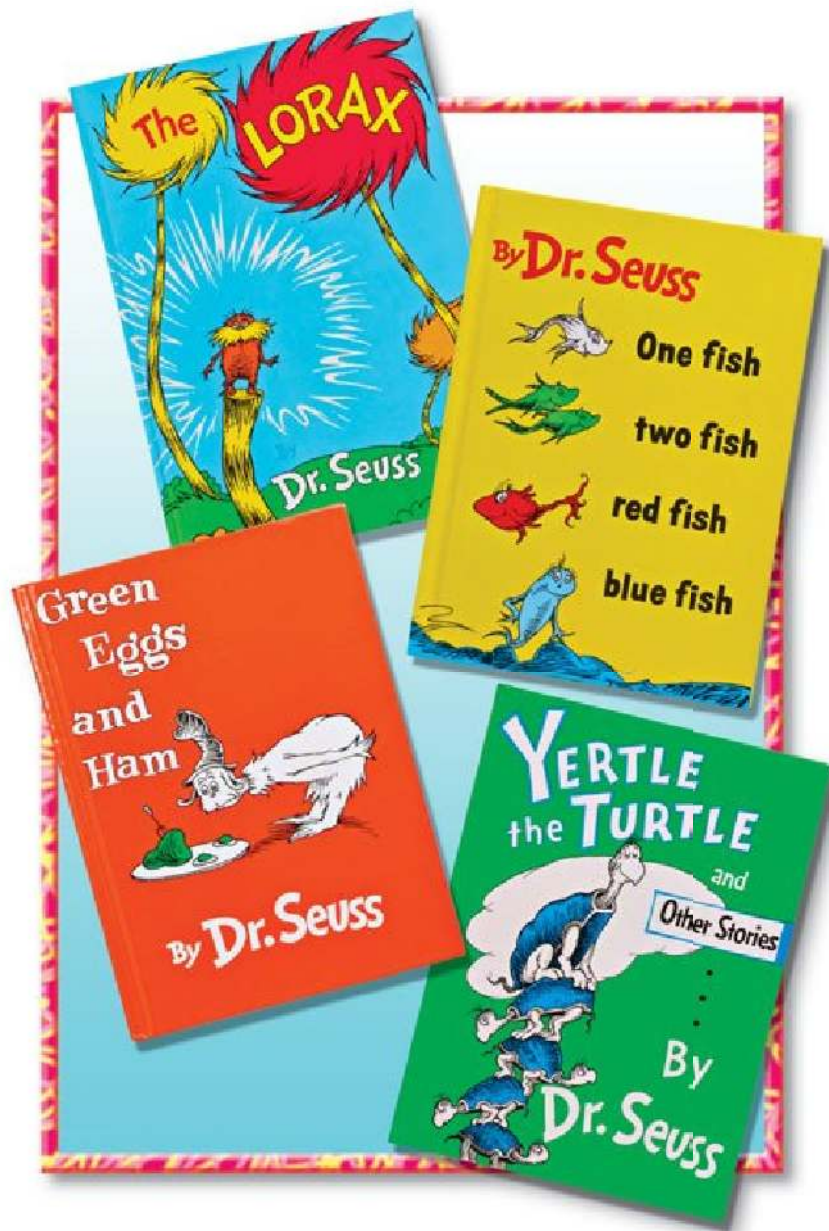


The Cat in the Hat was a big hit!

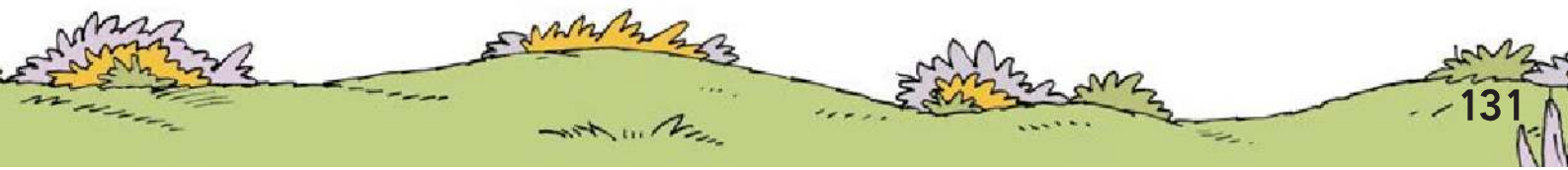




Can you find **The Cat in the Hat**?



Ted had many big hits **after**
The Cat in the Hat.



splat

sled

bell

smell

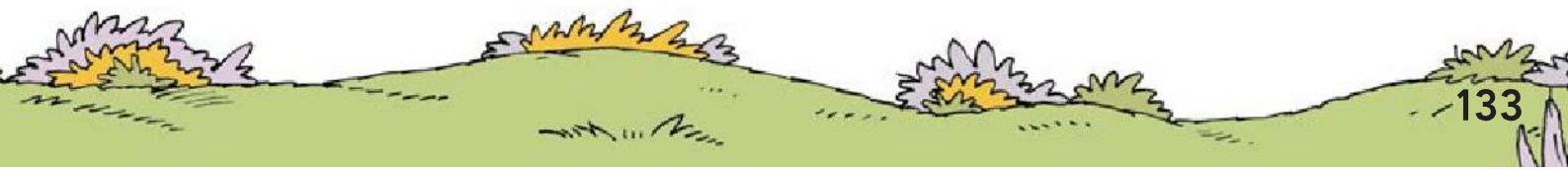
red

hat

Ted would write rhymes.
Can you find some here?



It was fun to hear Ted read.





Now kids can see animals
from his books.

**Dr. Seuss National Memorial
Sculpture Garden**





Dr. Seuss is still a big hit with kids today.



Your Turn

1. In the story, the word write means —

☐ to put words on paper

☐ to read words

☐ to say words

TEKS 1.6C

2.  **TARGET SKILL** **Text and Graphic Features**

How do the words and pictures in the story show you what Dr. Seuss was like?

TEKS 1.14D, 1.24C; ELPS 4J

3. **Oral Language** Tell the main idea of the story. Use the Retelling Cards to help you. **TEKS 1.14A**

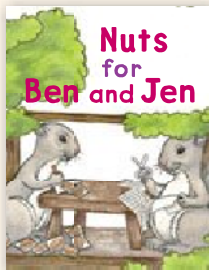


Retelling Cards



TEKS 1.6C use syntax/context to determine meaning; **1.14A** restate main idea; **1.14D** use text features to locate information; **1.24C** record information in visual formats; **ELPS 4J** employ inferential skills to demonstrate comprehension

I Read



PHONICS SKILL

Short e

Clusters with s



WORDS TO KNOW

pictures
draw
after



TEKS 1.3A(i) decode words with consonants;

1.3A(ii) decode words with vowels; **1.3A(iii)**

decode words with consonant blends; **1.3H**

identify/read high-frequency words; **ELPS 4A** learn English sound-letter relationships/decode



Nuts for Ben and Jen

by Sam Sussman
illustrated by Diane Blasirs



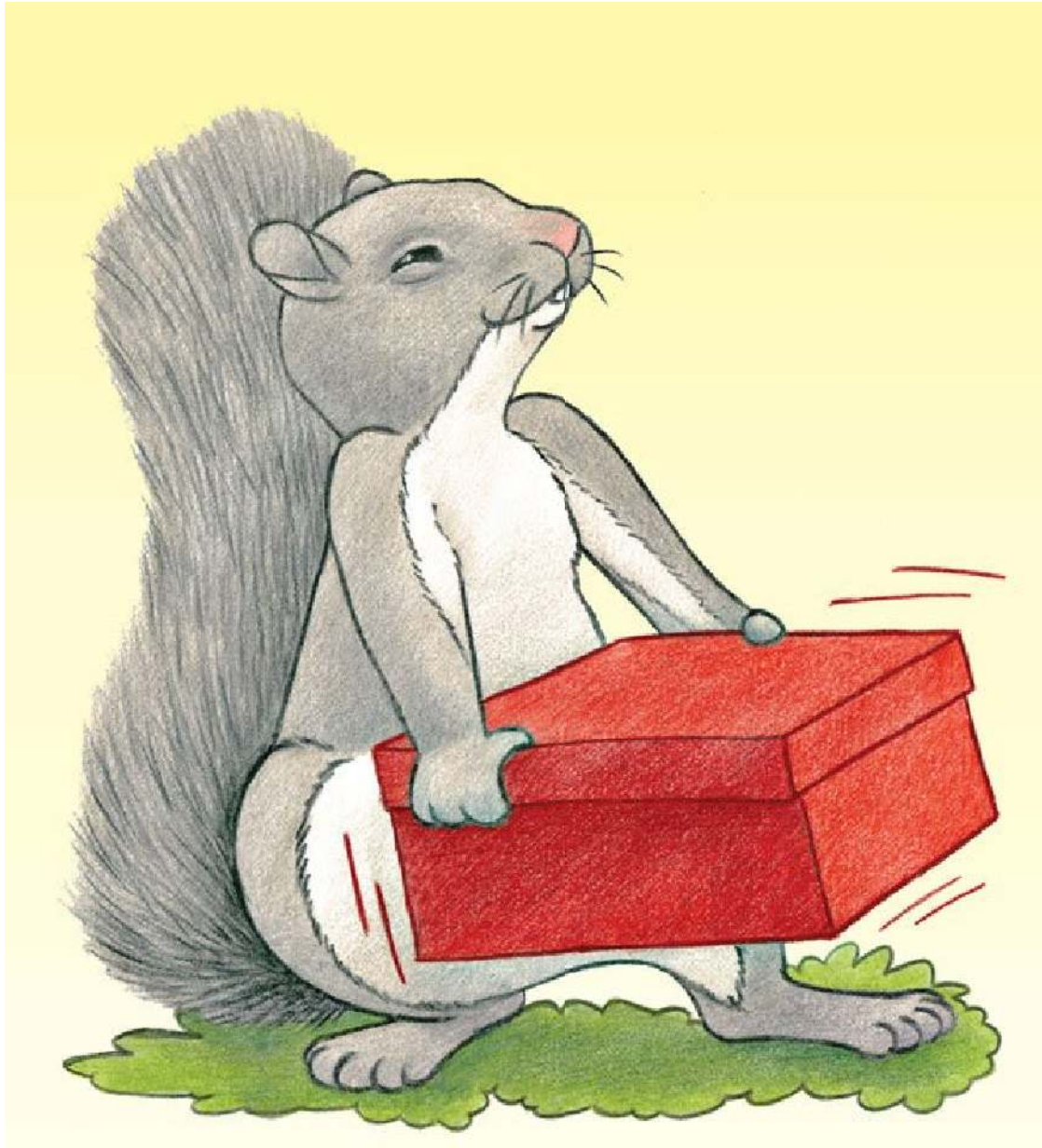
Ben likes to draw pictures.
Jen cuts strips. Snip, snip!
It is fun.



Sniff, sniff, sniff. Ben smells nuts.
Yum! Snacks!
Ben runs up **after** the smell.



Sniff, sniff, sniff. Jen smells nuts.
Yum! Snacks!
Jen runs down after the smell.



Are snacks in the red box?
Jen picks it up.
The lid is stuck.



Ben runs to help Jen.
Ben gets a stick.
Up pops the lid.

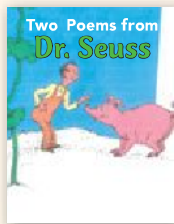


Snap! Snap! Snap!
Ben gets ten nuts. Yum!



Snap! Snap! Snap!
Jen gets ten nuts. Yum!

Read Together



Connect to Poetry



WORDS TO KNOW

write	draw
read	was
pictures	after

GENRE

Poetry uses the sounds of words to show pictures and feelings.

TEXT FOCUS

Alliteration is a pattern of words with the same beginning sound. Find words that begin with the same sound. How do they make the poems fun to hear and say?



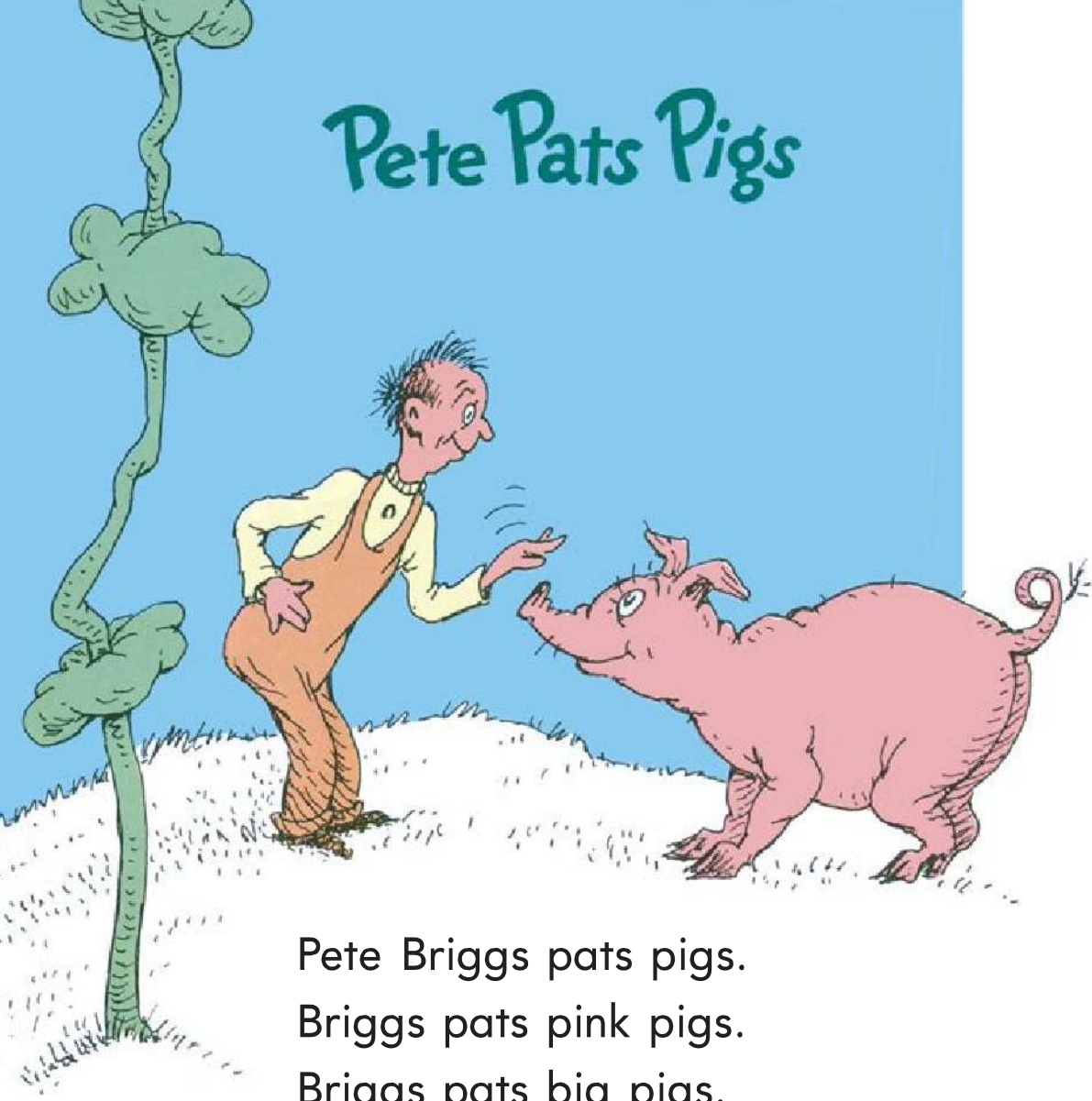
TEKS 1.3H identify/read high-frequency words; **1.8** respond to/use rhythm/rhyme/alliteration; **ELPS 4A** learn English sound-letter relationships/decode; **5A** use English sound-letter relationships to write

Two Poems from Dr. Seuss

Dr. Seuss liked to **write** poems. He wrote poems that are fun to read aloud. He would **draw pictures** to go with them.

Dr. Seuss's pictures are as much fun as his poems. **After** you **read** these two poems, you might agree that Dr. Seuss **was** a great writer!

Pete Pats Pigs



Pete Briggs pats pigs.

Briggs pats pink pigs.

Briggs pats big pigs.

(Don't ask me why. It doesn't matter.)

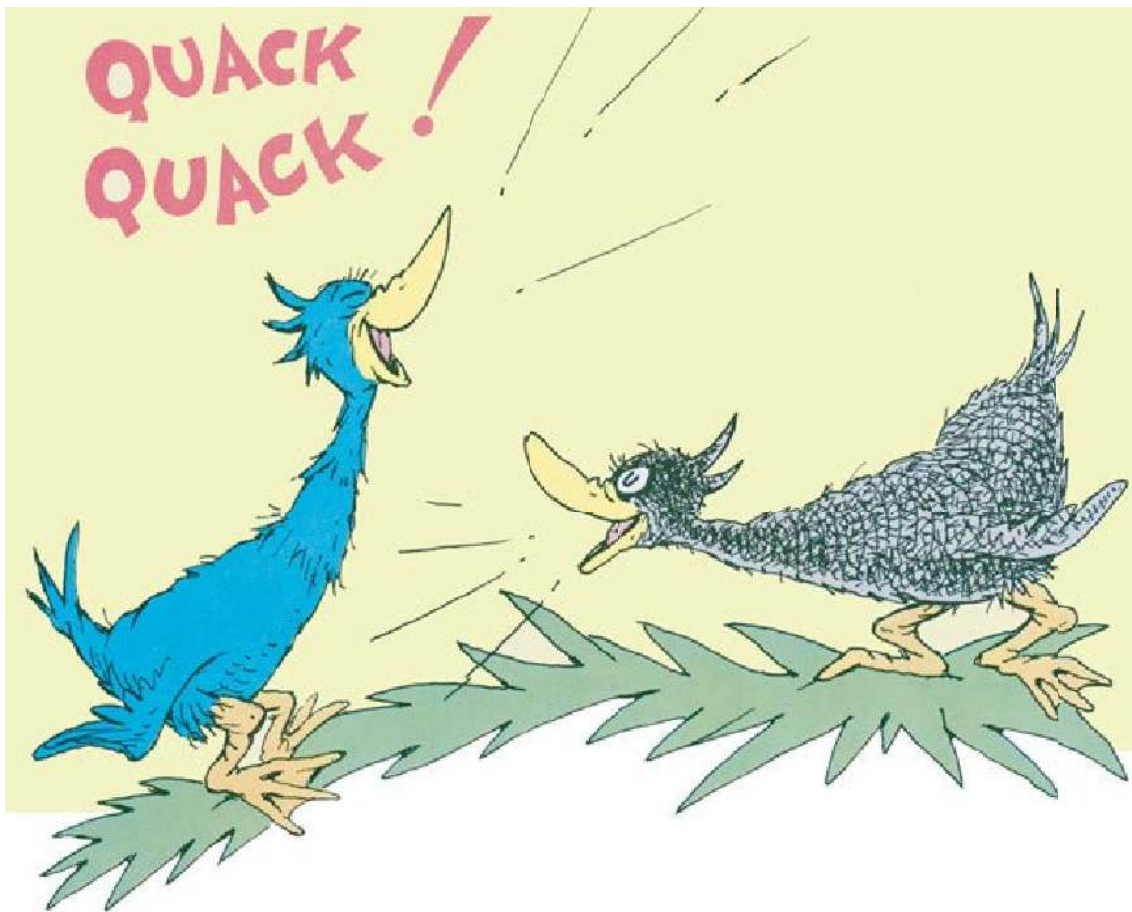
Pete Briggs is a pink pig, big pig patter.

Pete Briggs pats his big pink pigs all day.

(Don't ask me why. I cannot say.)

Then Pete puts his patted pigs away

in his Pete Briggs' Pink Pigs Big Pigs Pigpen.



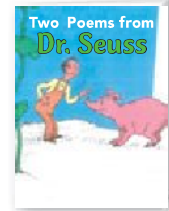
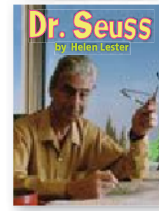
We have two ducks. One blue. One black.
And when our blue duck goes "Quack-quack"
our black duck quickly quack-quacks back.
The quacks Blue quacks make her quite a quacker
but Black is a quicker quacker-backer.

Write About Sharing

Think about different ways you share. Then
write a poem about sharing. Use pairs of
words that begin with the same sound.

Making Connections

Read Together



Text to Self

TEKS 1.8, 1.18B, 1.20A(iii)

Connect to Language Arts Write a short poem describing one of your favorite animals. Use words that tell how it looks and moves. Include rhyming words and words that start with the same sound. Clap the rhythm.



Text to Text

TEKS 1.14D, 1.16A, RC-1(F)

Express Opinions Look at the pictures in both selections. What do you like best about Dr. Seuss's drawings or poems?



Text to World

TEKS RC-1(F)

Discuss Sharing What things do you share with your family?



TEKS 1.8 respond to/use rhythm/rhyme/alliteration; 1.14D use text features to locate information; 1.16A recognize media purposes; 1.18B write short poems; 1.20A(iii) understand/use adjectives; RC-1(F) make connections to experiences/texts/community; **ELPS** 3G express opinions/ideas/feelings in speaking; 5G narrate/describe/explain in writing

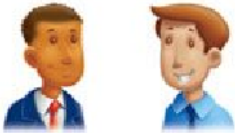


Grammar



Singular and Plural Nouns Some nouns name **one**. Some nouns name **more than one**. An **s** ending means more than one.

One	More Than One
 hat	 hats

One	More Than One
 man	 men
 woman	 women
 child	 children



Turn and Talk

Choose the correct noun to name each picture. Take turns with a partner. Tell why you chose a noun that names one or more than one.

1.  book books

2.  stamp stamps

3.  man men

4.  cat cats

5.  child children



Grammar in Writing

Write the correct noun to name each picture. Use another sheet of paper.



Reading-Writing Workshop: Prewrite

Write to Describe

Read
Together



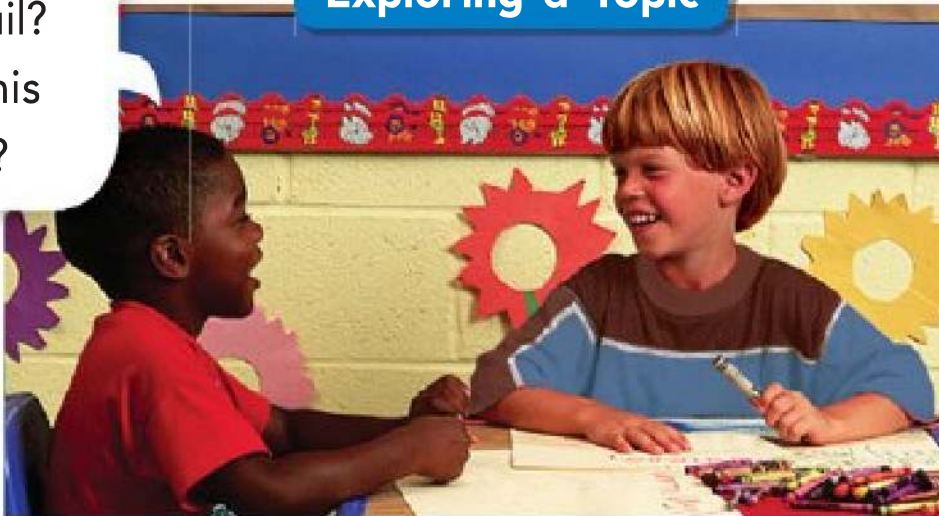
Ideas

Before you start writing, plan the details for your **description**. A friend can help by asking you questions.

Josh asked Evan about **The Cat in the Hat**.

Does the cat
have a tail?
How do his
feet look?

Exploring a Topic



Prewriting Checklist



Did I choose a topic I know a lot about?

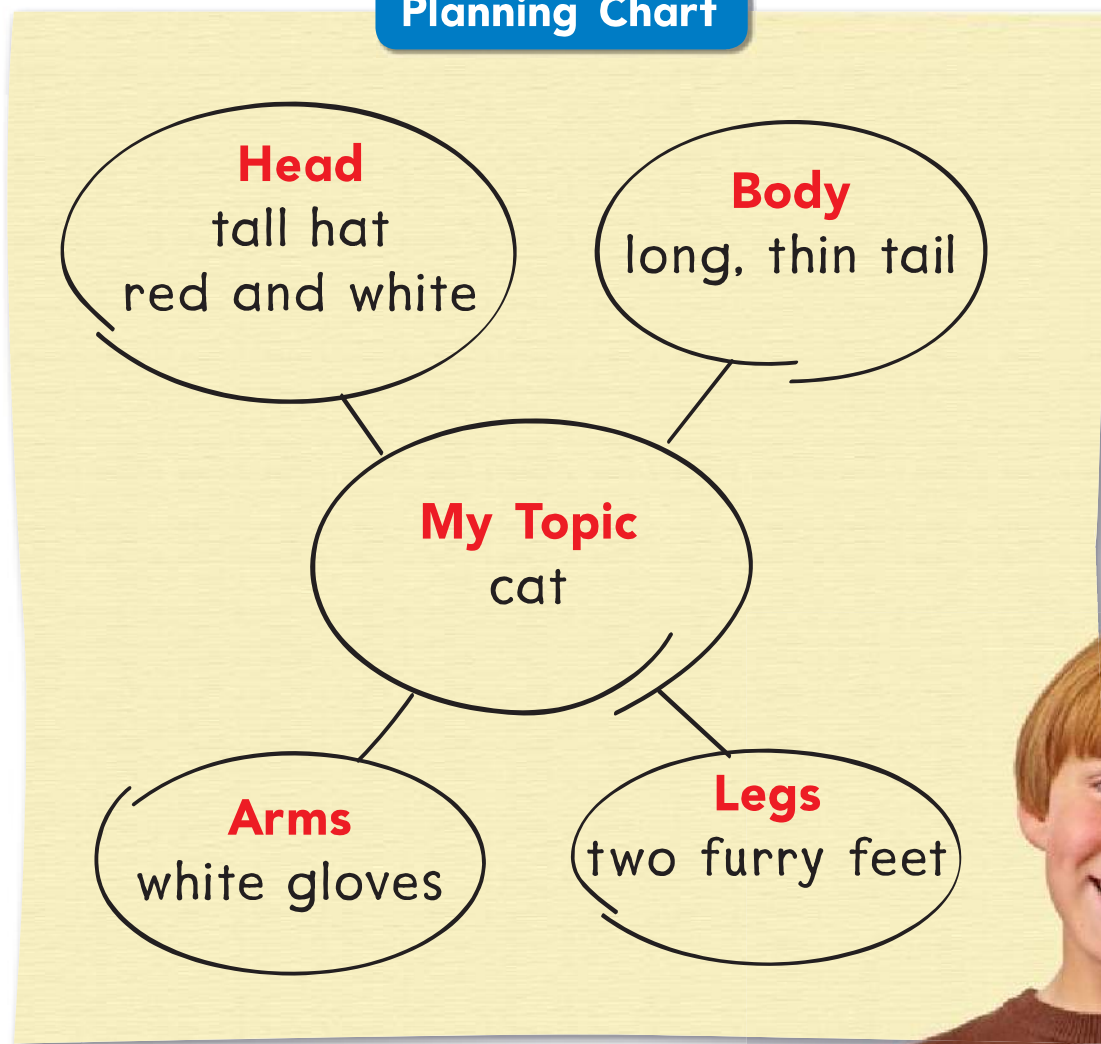
Do my details tell how the character looks?

Did I write adjectives for size, shape, color, and number?

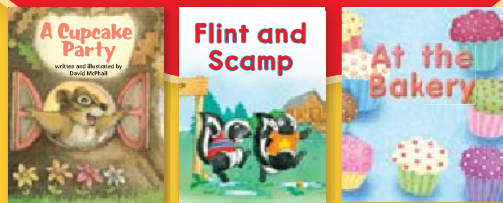


Look for details in Evan's plan. Then plan your own description. Use the Checklist.

Planning Chart



Lesson 10



WORDS TO KNOW HIGH-FREQUENCY WORDS

give
one
small
put
eat
take

Vocabulary Reader



Context Cards



TEKS 1.3H identify/read high-frequency words; **ELPS 1F** use accessible language to learn new language; **3B** expand/internalize initial English vocabulary

Words to Know

Read
Together

- Read each **Context Card**.
- Choose two blue words.
Use them in sentences.

1

give

She will **give** a gift to her friend.



2

one

There was **one** cupcake on the plate.



3

small

The **small** red box is on the left.



4

put

They **put** the party hats on their heads.



5

eat

The children **eat** pizza at the party.



6

take

They both **take** some balloons home.





Background

Read
Together



WORDS TO KNOW

Time for a Party!

1. Bake **one** big cake.
2. **Put** candles on top.
3. Place **small** dishes on the table.
4. **Give** each person a fork.
5. **Take** a slice of cake.
6. **Eat** and enjoy!



A Party Checklist

- ✓ Make a list of friends.
- ✓ Ask the friends to come.
- ✓ Get ready.
- ✓ Bake a cake.

Have fun!





Comprehension



TARGET SKILL Story Structure

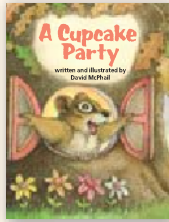
A story has different parts. The **characters** are the people and animals in a story. The **setting** is when and where a story takes place. The **plot** is the order of events that tells about a problem in the story and how the characters solve it.



As you read **A Cupcake Party**, use a story map to tell who is in the story, where they are, and what they do.

Character	Setting
Plot	

Read Together



WORDS TO KNOW

give	put
one	eat
small	take



TARGET SKILL

Story Structure Tell the setting, characters, and events in a story.



TARGET STRATEGY

Visualize Picture what is happening as you read to clarify story events.

GENRE

A **fantasy** is a story that could not happen in real life.



TEKS 1.4B ask questions/seek clarification/locate details about texts; **1.9A** retell story events; **1.9B** describe/analyze characters;

ELPS 4F use visual/contextual/peer/teacher support to read/comprehend texts

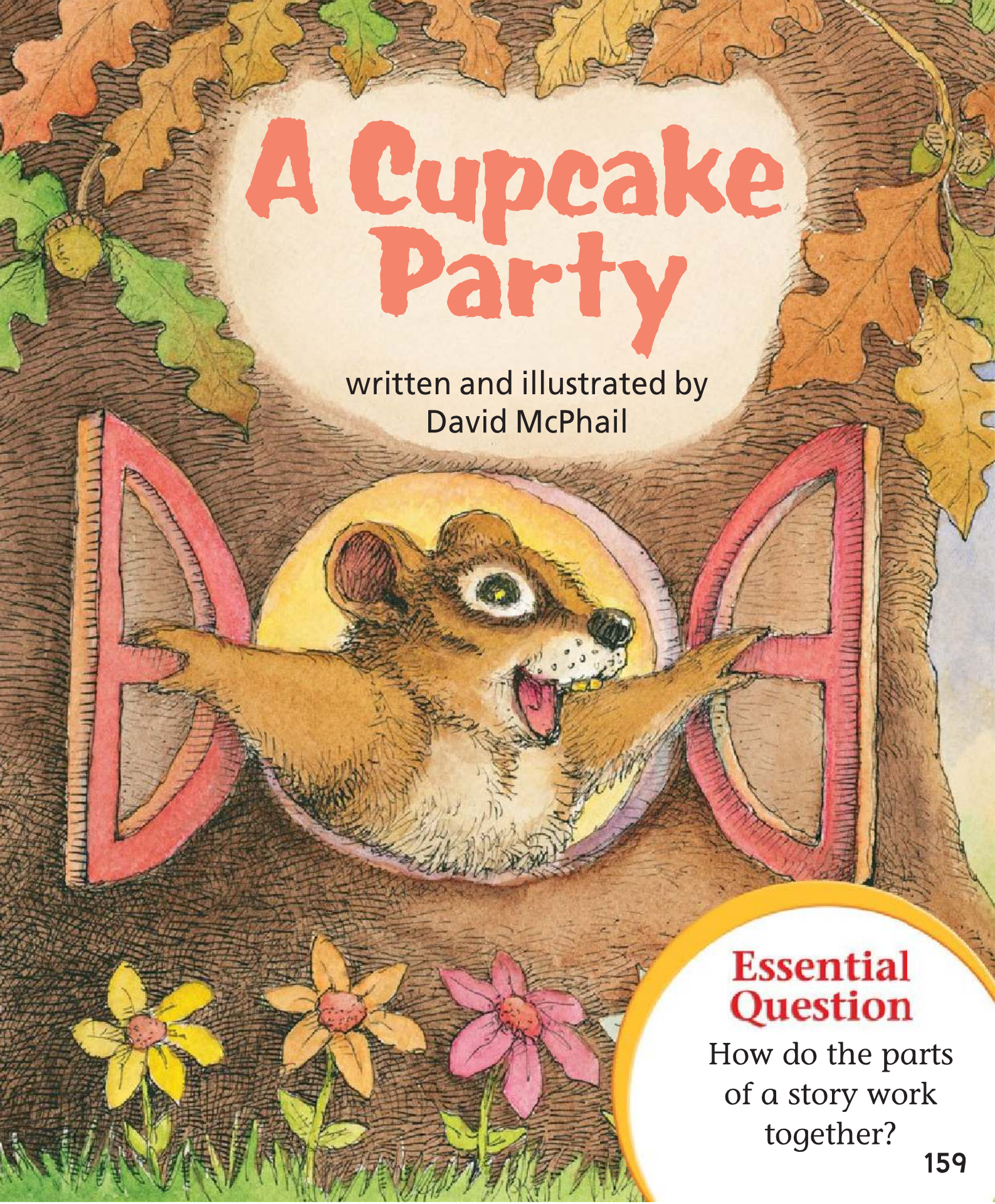
Meet the Author and Illustrator

David McPhail

David McPhail wanted to be a baseball player when he was growing up, but he wasn't good at sports.

Next, David wanted to play guitar in a band. Finally, he went to art school. He was great at drawing pictures and writing stories!



The illustration shows a brown squirrel with a white belly and chest peeking through a circular hole in a tree trunk. The squirrel has its mouth open, showing its teeth. The hole is framed by two large, red, stylized letter-shaped cutouts that form the word 'A'. The tree trunk is brown and textured. The background is filled with autumn leaves in shades of orange, yellow, and green. At the bottom, there are three flowers: a yellow one, an orange one, and a pink one, all with green stems and leaves.

A Cupcake Party

written and illustrated by
David McPhail

Essential Question

How do the parts
of a story work
together?



"I miss my friends," Fritz said.
"I must have a big party!"



Fritz had a list of friends
to ask to his party.



Fritz went to ask Kit.
"I will come," Kit said.
"It will be grand!"



Fritz went to ask Jack next.
Jack said yes.
"A party is fun!" Jack said.



Fritz met Fran and Stan
at a tree stump.
Fran and Stan said yes, too.



Fritz went to ask Glen last.
"I will not miss it," Glen said.



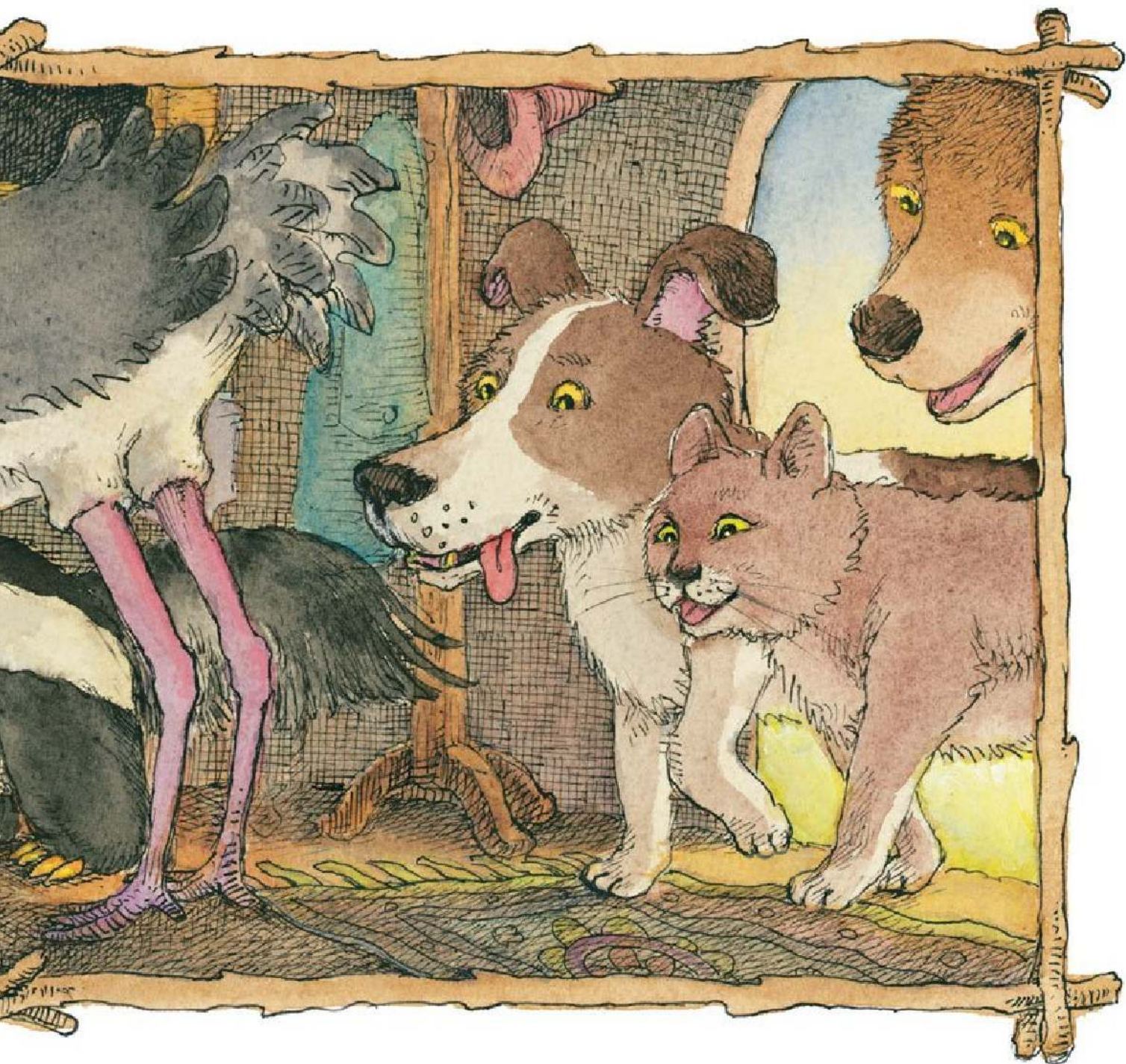
Fritz baked cupcakes to
give to his friends.



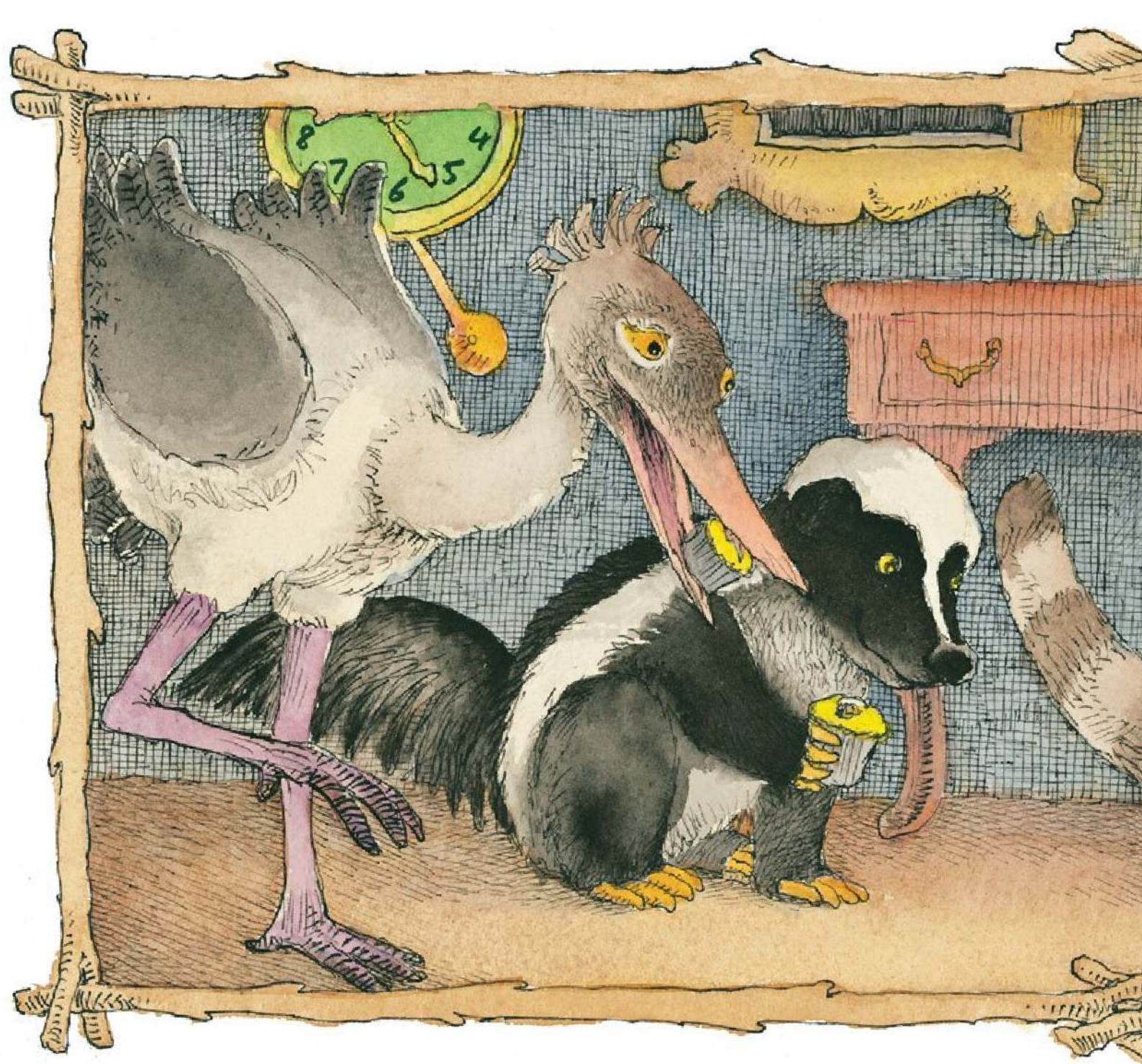
He put a small picture
on every one.



Fritz felt glad to see his friends.

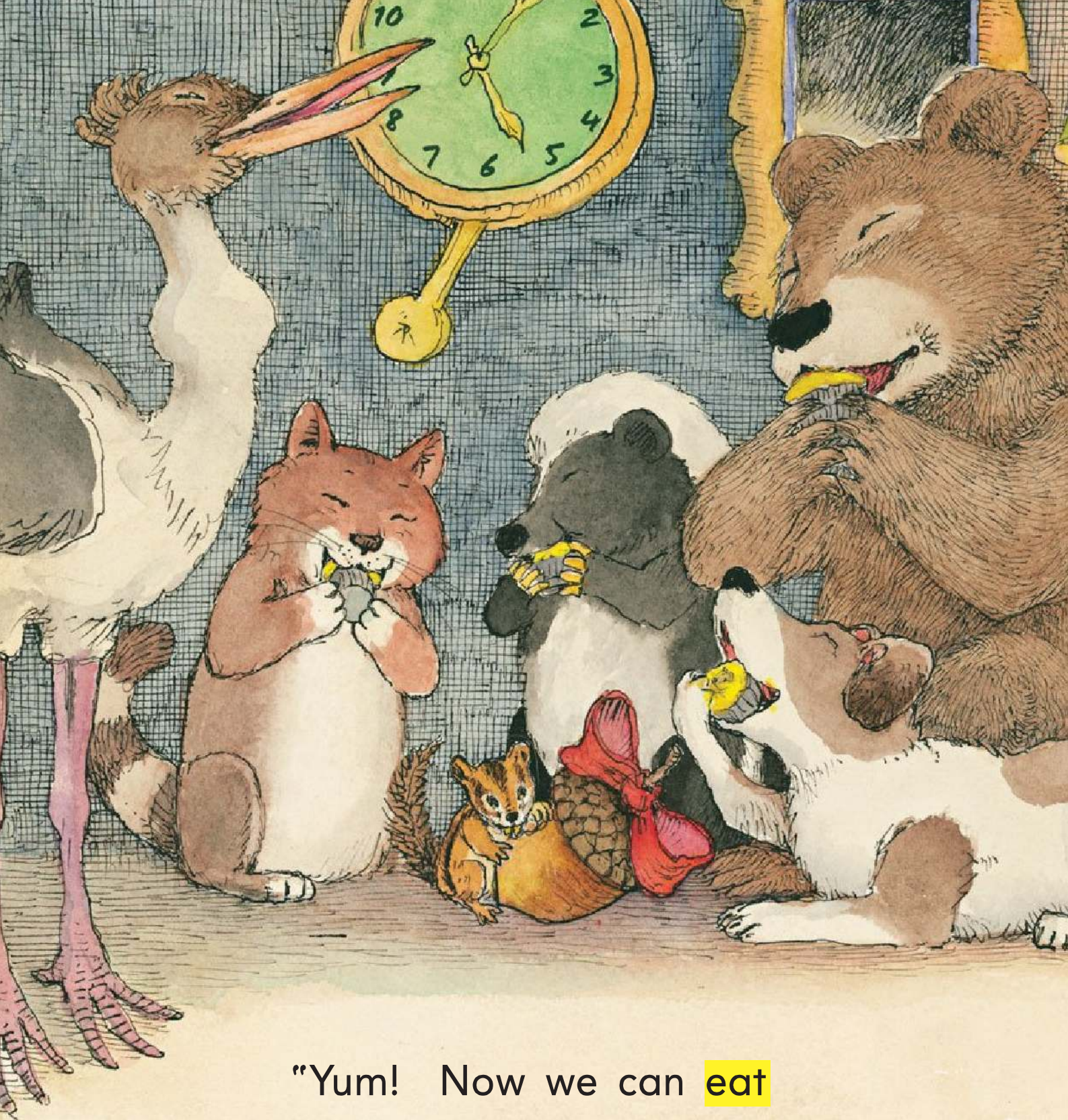


"Take the cupcake with a picture of you on it," Fritz said.



His friends had a snack
for Fritz, too.





"Yum! Now we can eat
and have fun," Fritz said.



Your Turn

1. In the story, the word small means —

- ☐ big
- ☐ little
- ☐ huge

TEKS 1.6C

2.  **TARGET SKILL** **Story Structure**

Who are the characters in the story? What is the setting? What is the plot? **TEKS 1.9A, 1.9B**

3. **Oral Language** Act out the story with five classmates. Use the Retelling Cards to help you.

TEKS 1.9A, RC-1(E); ELPS 4G



Retelling Cards



TEKS 1.6C use syntax/context to determine meaning; **1.9A** retell story events; **1.9B** describe/analyze characters; **RC-1(E)** retell/act out important story events; **ELPS 4G** demonstrate comprehension through shared reading/retelling/summarizing/responding/note-taking

I Read

Flint and
Scamp



PHONICS SKILL

Short **u**
Final Clusters



WORDS TO KNOW

give
one



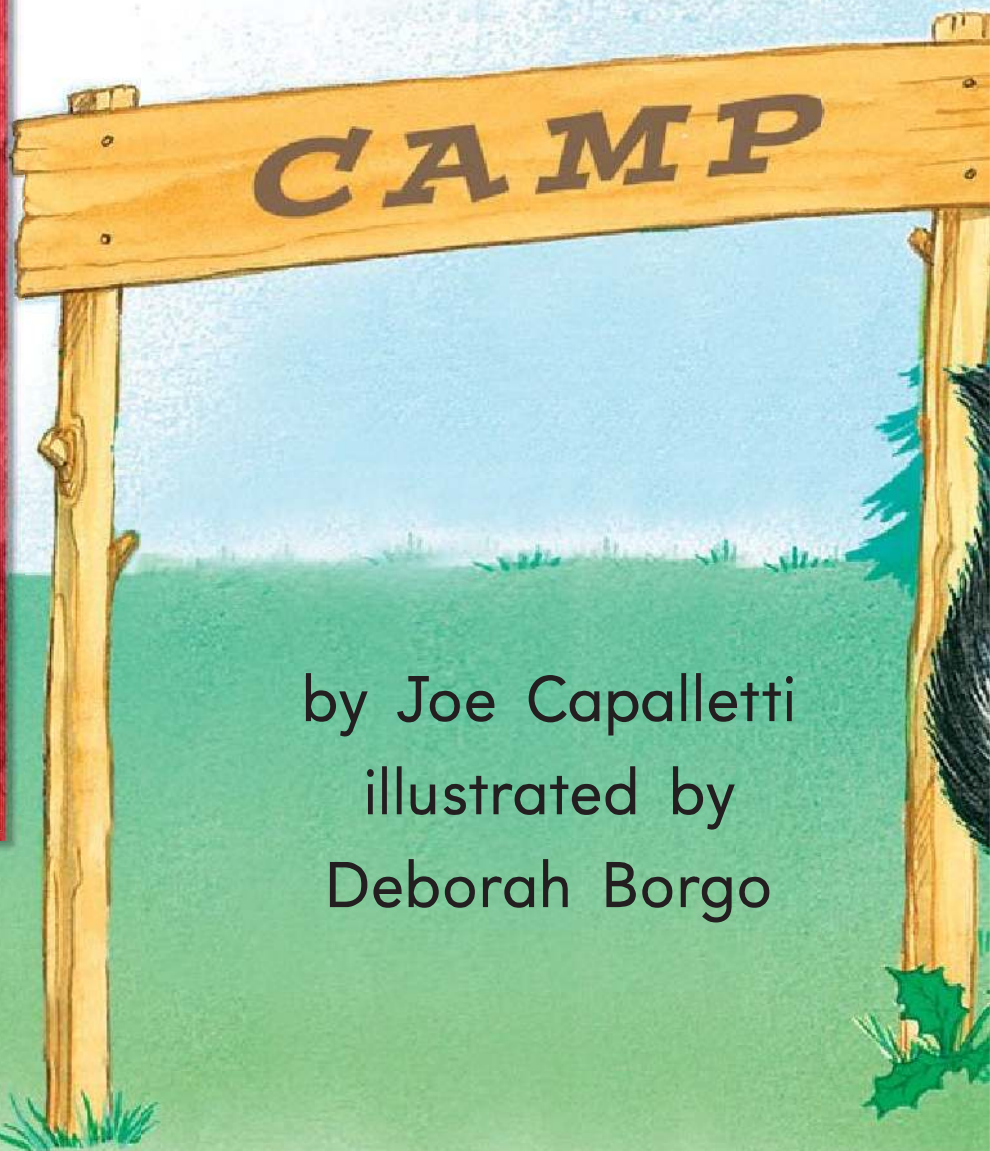
TEKS 1.3A(i) decode words with consonants;

1.3A(ii) decode words with vowels; **1.3A(iii)**

decode words with consonant blends; **1.3B** apply

letter-sound knowledge to create words; **1.3H** identify/read
high-frequency words; **ELPS 4A** learn English sound-letter
relationships/decode

Flint and Scamp



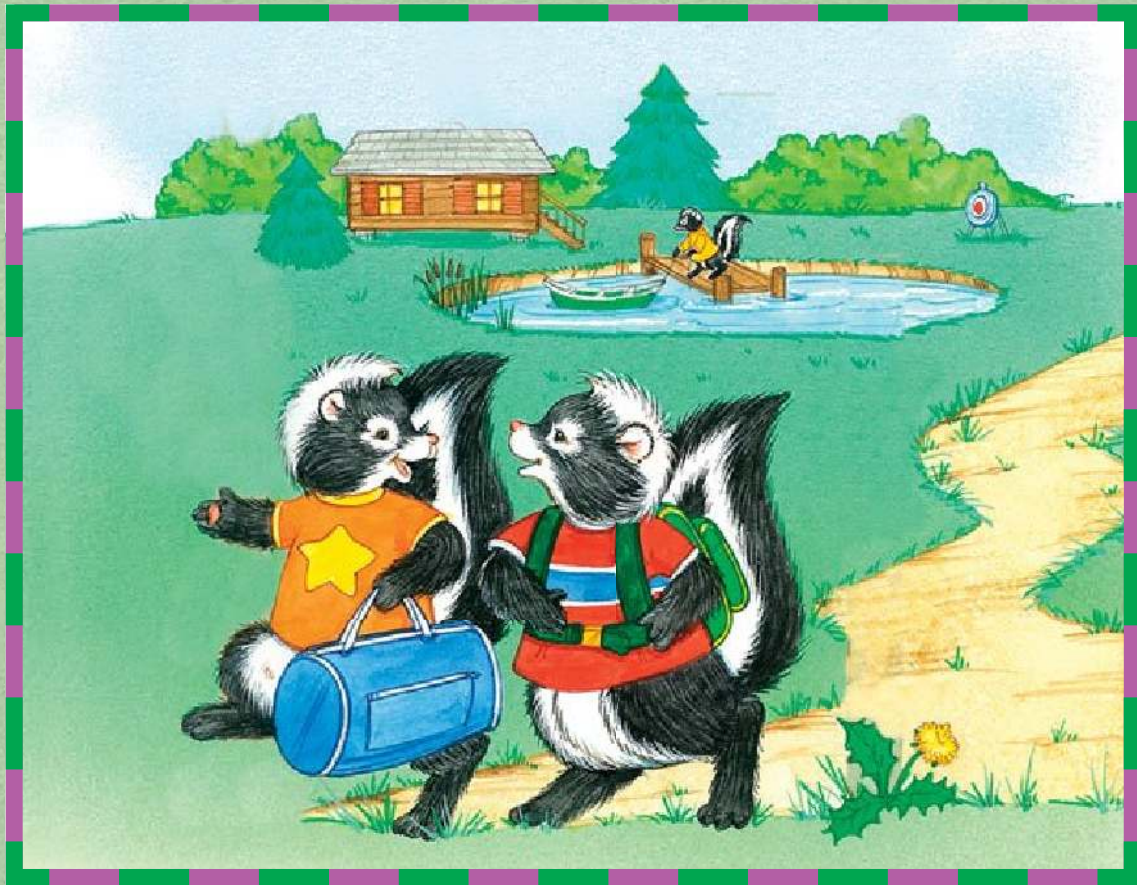
by Joe Capalletti

illustrated by

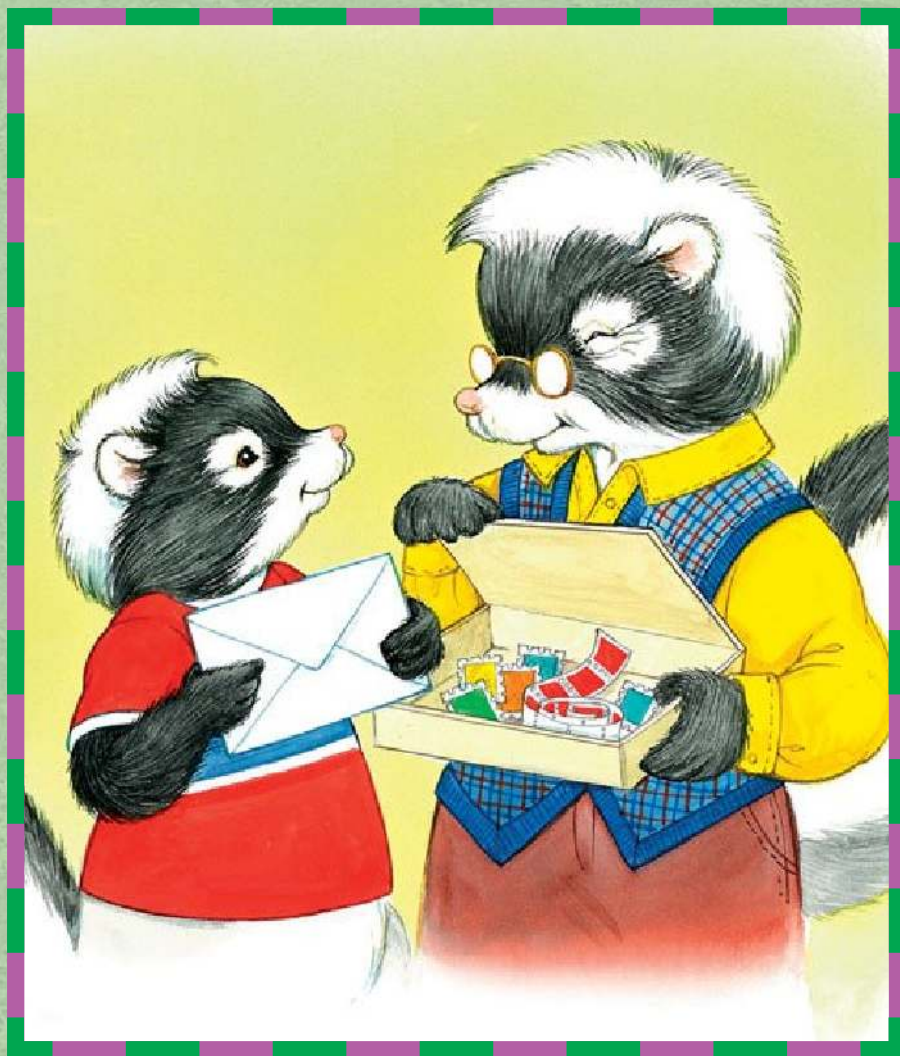
Deborah Borgo

Camp is fun for Flint and Scamp.
Flint and Scamp run.
Flint and Scamp jump.

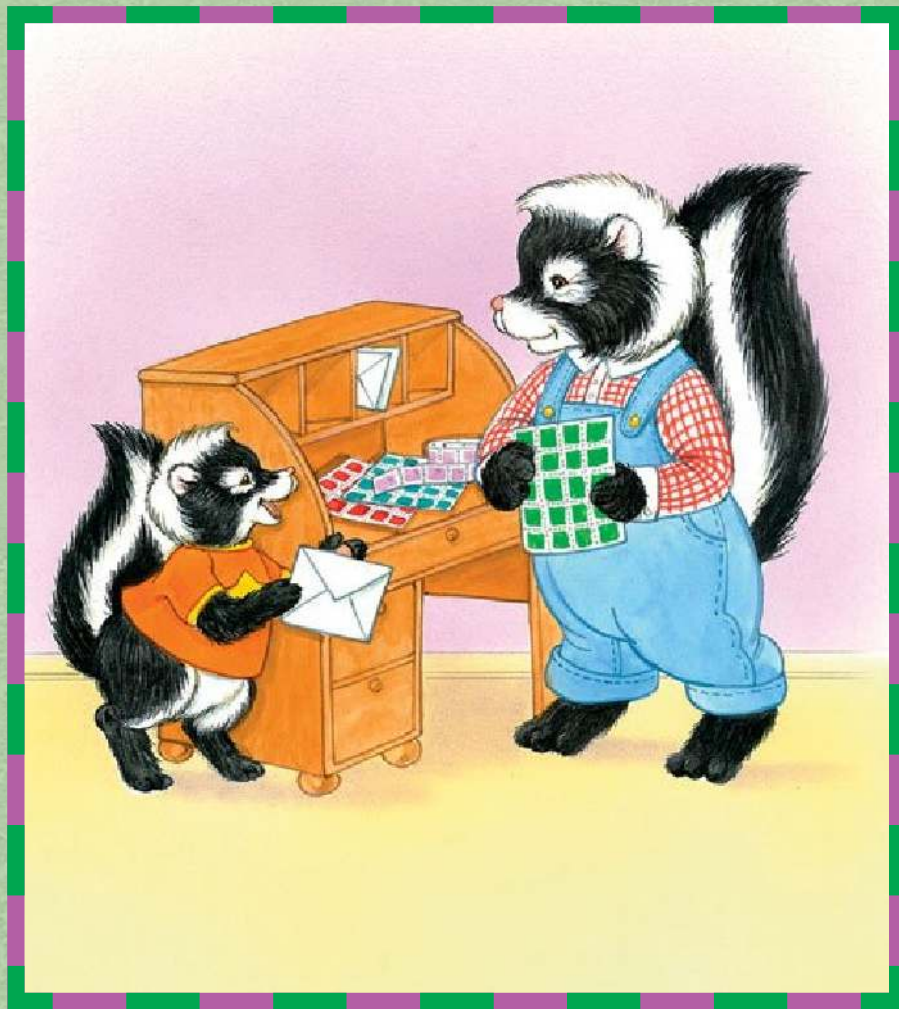




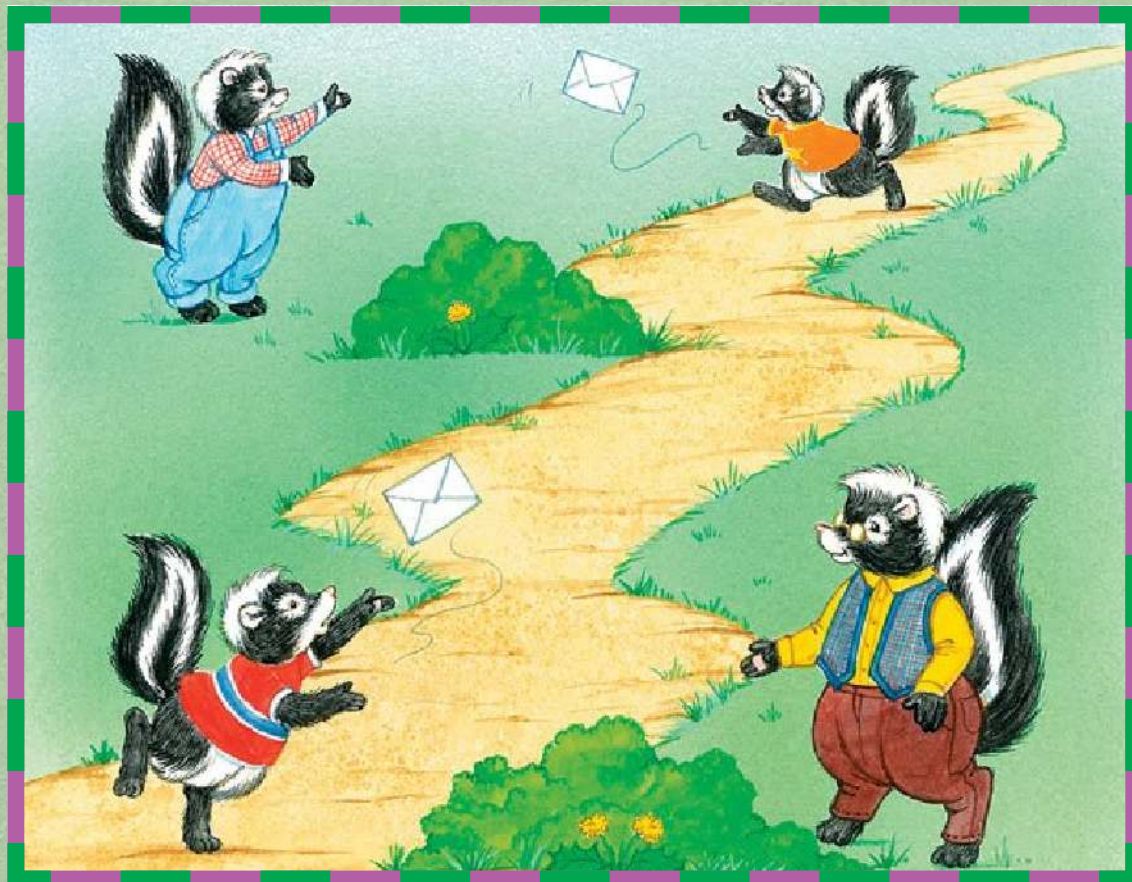
Camp is at an end.
Flint will miss Scamp.
Scamp will miss Flint.



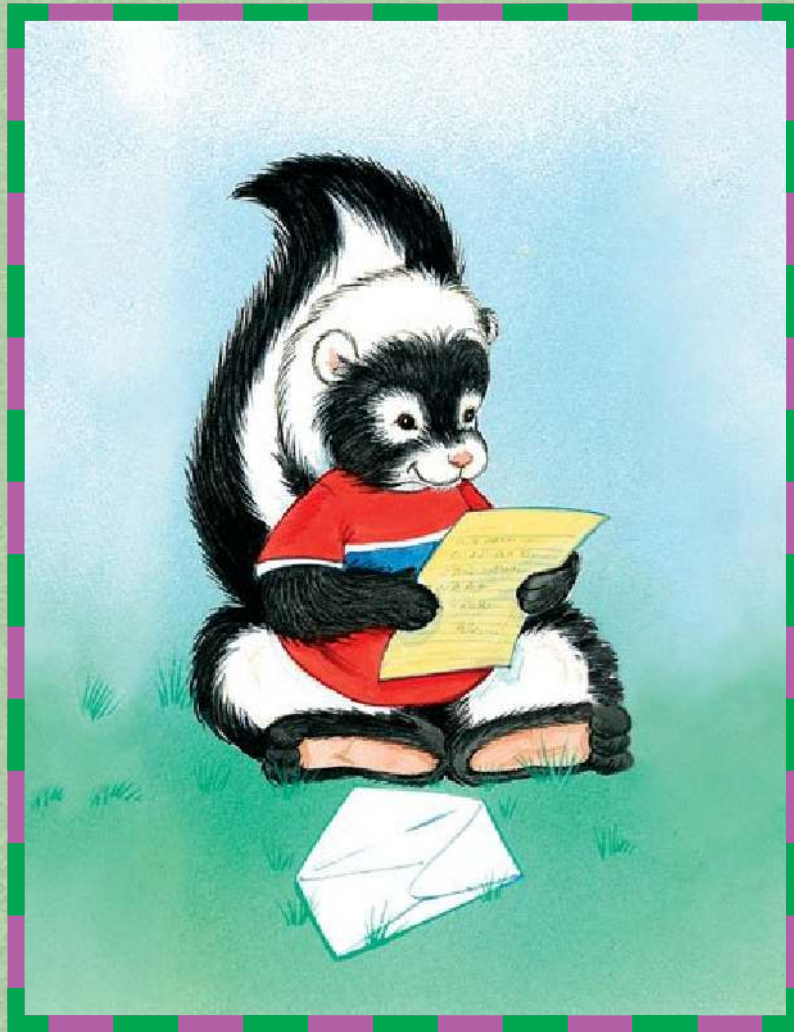
Flint will write to Scamp.
Flint must get a stamp.
Gramps will give him one.



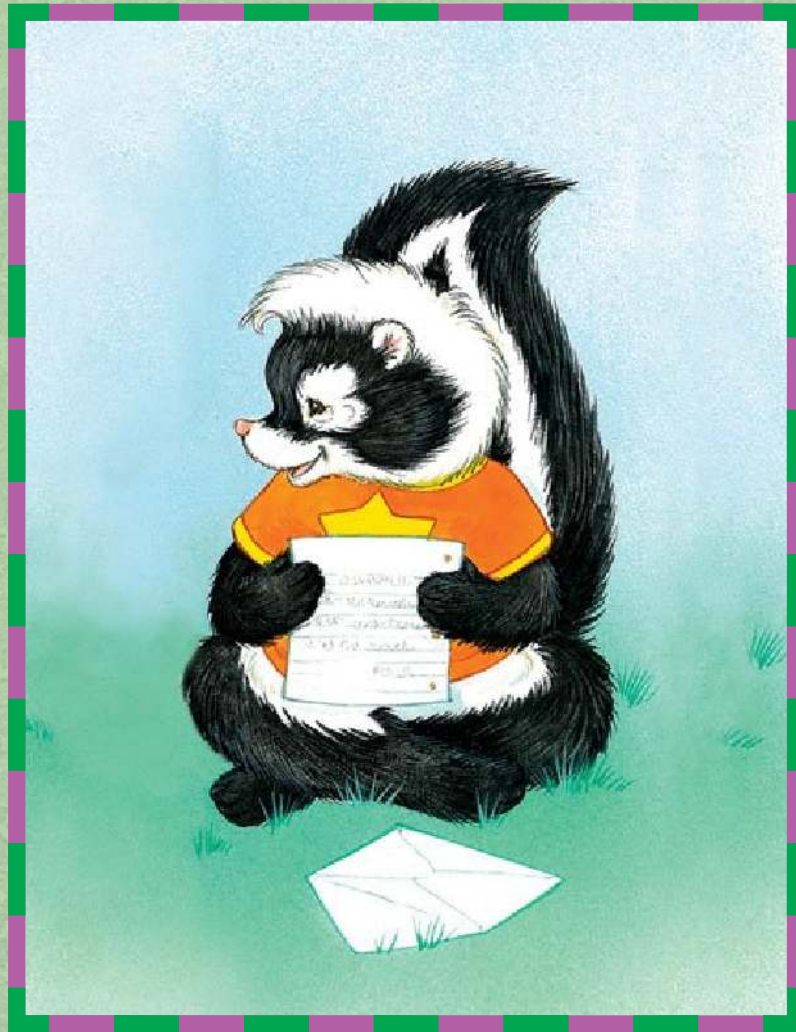
Scamp will write to Flint.
Scamp must get a stamp.
Gramps will give him one.



A big gust of wind comes.
Flint must run fast.
Scamp must run fast.

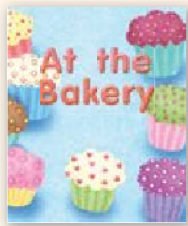


Flint will sit and read.
Flint has fun!



Scamp will sit and read.
Scamp has fun!

Read Together



Connect to Math



WORDS TO KNOW

give	put
one	eat
small	take

GENRE

Readers' theater is a text that has been written for readers to read aloud.

TEXT FOCUS

Directions tell how to do something step-by-step. Follow the directions on page 184 with an adult to make a tasty treat!



TEKS 1.3H identify/read high-frequency words; **1.15A** follow written, multi-step directions; **ELPS 4G** demonstrate comprehension through shared reading/retelling/responding/note-taking

Readers' Theater

At the Bakery

by Kim Lee

Cast of Characters



Baker



Helper 1



Helper 2



What have you baked today, Baker?



I baked cupcakes. Can you help me?





I can help you **eat** the cupcakes!



No, no! The cupcakes are not finished yet.



How can we help?

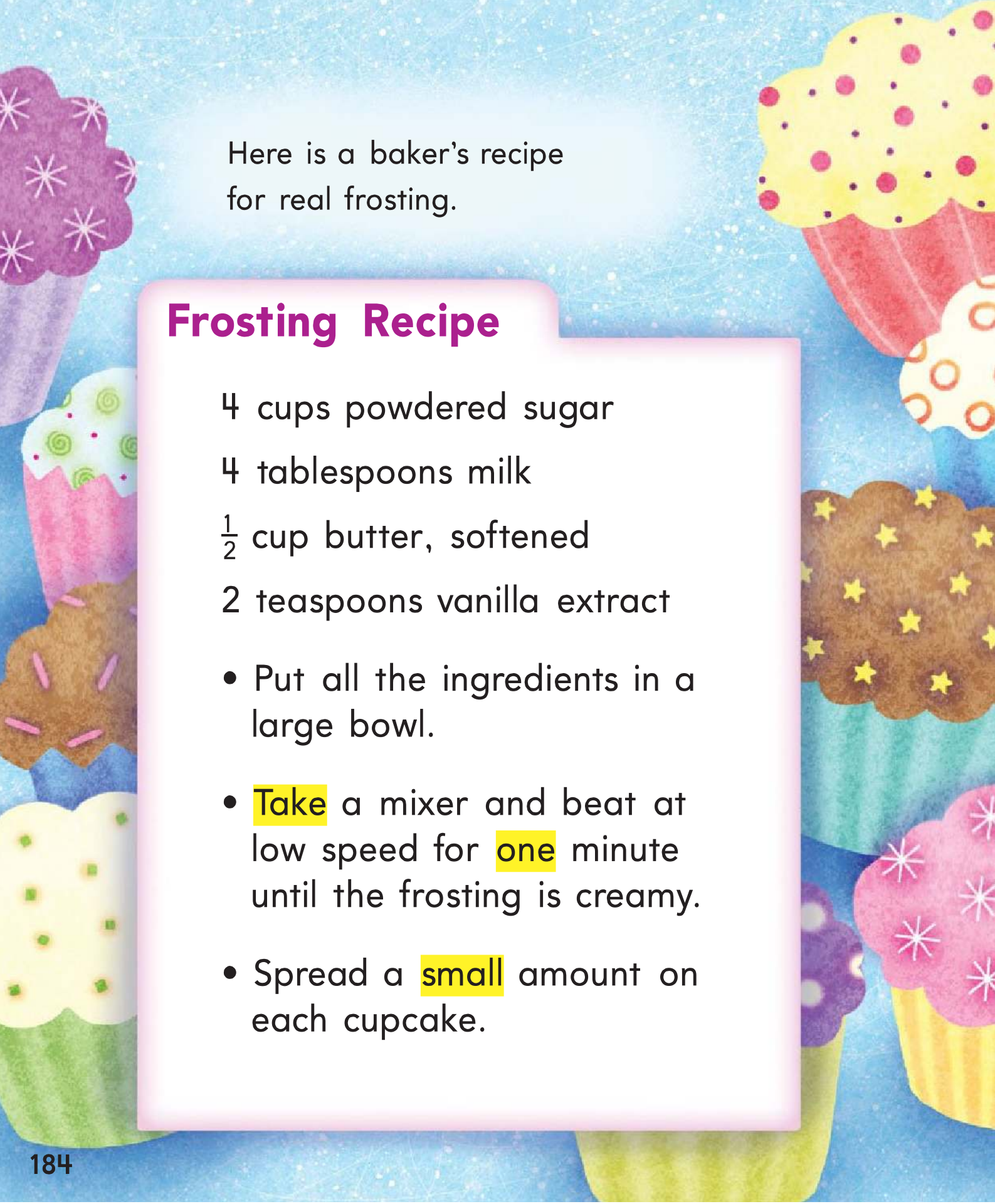


You can **put** the frosting on top.
I will **give** you the recipe.



Then we can eat the cupcakes!





Here is a baker's recipe
for real frosting.

Frosting Recipe

4 cups powdered sugar

4 tablespoons milk

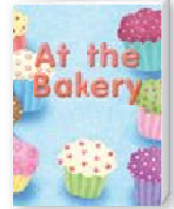
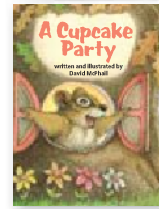
$\frac{1}{2}$ cup butter, softened

2 teaspoons vanilla extract

- Put all the ingredients in a large bowl.
- **Take** a mixer and beat at low speed for **one** minute until the frosting is creamy.
- Spread a **small** amount on each cupcake.

Making Connections

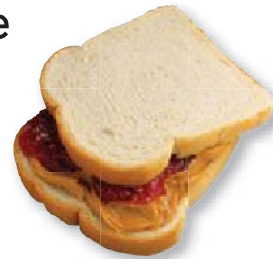
Read Together



Text to Self

TEKS 1.19A, RC-1(F)

Make a List Pretend you are having a party. Make a list of foods you would make for your guests.



Text to Text

TEKS 1.9A, RC-1(F)

Connect to Social Studies How did the characters in each story help each other?



Text to World

TEKS 1.19A, RC1-(F)

Write Sentences Write sentences to tell how you could help a neighbor or a family member bake cupcakes.



TEKS 1.9A retell story events; **1.19A** write brief compositions; **RC-1(F)** make connections to experiences/texts/community; **ELPS 1E** internalize new basic/academic language; **3G** express opinion/ideas/feelings in speaking



Grammar



Prepositions A **preposition** is a word that joins with other words to help tell where something is or when it happens. A **prepositional phrase** is a group of words that starts with a preposition.

Prepositions for Where

Where are the leaves?

The leaves are on the ground.

Where is the chipmunk?

The chipmunk ran up the tree.

Where are the birds?

The birds are in the nest.

Prepositions for When

When did you take a walk?

I took a walk before lunch.

When did you eat lunch?

I ate lunch after the walk.

What time did you eat?

I ate lunch at noon.



Turn and Talk

Find the preposition in each sentence. Write it on a sheet of paper. Talk with a partner. Decide if the preposition tells where something is or when it happened.

1. I saw a chipmunk on a branch.
2. We watched the stars after dinner.
3. My brother climbed up a tree.
4. We went home before dark.
5. Pretty flowers grow in the woods.



Grammar in Writing

When you revise your writing, look for places where you can use a preposition.



Reading-Writing Workshop: Revise

Write to Describe

Read
Together

 **Organization** A good **description** begins with a topic sentence that tells what the description is about.

Evan wrote a draft of his description.
Then he added a topic sentence.

Revised Draft

The cat looks very funny.
His tall hat is red and white.



Revising Checklist

-  Did I write a topic sentence?
-  Could I add any prepositions?
-  Did I spell my words correctly?



Look for adjectives in Evan's final copy.
Then revise your writing. Use the Checklist.

Final Copy

The Cat in the Hat

The cat looks very funny.

His tall hat is red and white.

The cat wears white gloves.

He has a long, thin tail
and two furry feet.



Test POWER

Read
Together

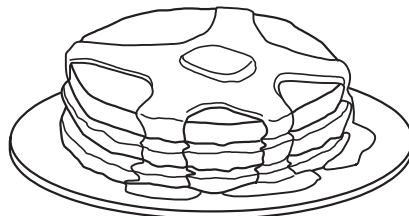
Read the story. Then read each question.
Choose the best answer for the question.

Come and Get It!

Dad makes the best pancakes. I can help him make some for my friends. First, I get a big bowl. Next, I put in the eggs. I crack them one by one. I take a fork and beat them. Then, I mix in a cup of milk.

Dad puts more in the bowl. I mix it up. Next, Dad gets a pan. We let it get hot. Dad helps me put the mix in the pan. He lets me flip the pancakes. I yell to my friends, "Come and get it!"

They are good. We eat many pancakes!





- 1 What does the girl do first?
 - ☐ Crack eggs
 - ☐ Get a bowl
 - ☐ Put in milk

- 2 How do you think the girl feels about making pancakes?
 - ☐ Mad
 - ☐ Scared
 - ☐ Happy

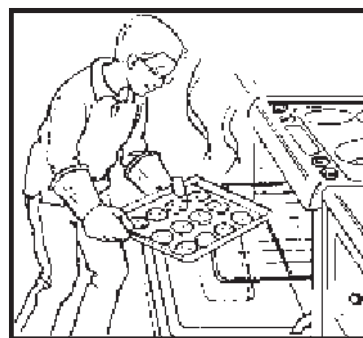
- 3 In this story, beat means —
 - ☐ drum
 - ☐ mix
 - ☐ run

The Mix-Up

Jan and Ben make cookies. They put the mix on a cookie sheet. Dad puts the pan in the oven.

Dad takes out the hot cookies. Dad, Jan, and Ben eat one. "Yuck!" they say.

Dad looks at a bag they used in the mix. "This bag does not have sugar in it. This bag has salt!" It was a big, bag mix-up!



1 In this story, a sheet is —

- ☐ a bed cover
- ☐ a flat pan
- ☐ a cup

2 What happens first in the story?

- ☐ Dad puts the pan in the oven.
- ☐ Dad sees the bag of salt.
- ☐ Dad, Jan, and Ben eat the cookies.

3 How do the cookies taste?

- ☐ Good
- ☐ Bad
- ☐ Sweet



POWER Practice

Lesson

6

Follow Directions	194
Handwriting.....	195

Lesson

7

Poetry	196
Handwriting.....	197
Choose a Source.....	198

Lesson

8

Spelling.....	199
Using a Dictionary.....	200
Choose a Source.....	201

Lesson

9

Poetry	202
Spelling.....	203
Purposes of Media	204

Lesson

10

Publishing	205
Prepositions.....	206
Spelling.....	207



TEKS 1.15A follow written multi-step directions; **1.27B** follow/restate/give oral instructions

Follow Directions



Read and follow these directions.

1. Clap your hands 3 times.



2. Jump up and down 5 times.



3. Now sit down.



Work with a partner. Give three directions for him or her to follow. Have your partner repeat and follow each direction. Then switch roles.

TEKS 1.1C sequence the letters of the alphabet; 1.21A form letters legibly

Handwriting

Read
Together

Write each row of letters neatly on a separate sheet of paper. Fill in the uppercase or lowercase letter that comes next in each row.

- | | | | | |
|----|--------------|--------------|--------------|-------------|
| 1. | <div>B</div> | <div>C</div> | <div>D</div> | <div></div> |
| 2. | <div>G</div> | <div>H</div> | <div>I</div> | <div></div> |
| 3. | <div>l</div> | <div>m</div> | <div>n</div> | <div></div> |
| 4. | <div>w</div> | <div>x</div> | <div>y</div> | <div></div> |



TEKS 1.8 respond to/use rhythm/rhyme/alliteration

Poetry

**Read
Together**

Listen to this poem by Leslie Rotsky:

Big black bumblebees
Go buzz, buzz, buzzing by.
Big black bumblebees
Go fly, fly, flying high.



What rhyming words do you hear?
Which words begin with the same sound?
Clap the rhythm as you read it again.



Write your own short poem. Use rhyming words. Use words that begin with the same sound.



TEKS 1.1C sequence the letters of the alphabet; 1.21A form letters legibly

Handwriting

Read
Together

Write each row of letters neatly on a separate sheet of paper. Fill in the uppercase or lowercase letter that comes first in each row.

- | | | | | |
|----|----------------------|--------------------------------|--------------------------------|--------------------------------|
| 1. | <input type="text"/> | <input type="text" value="V"/> | <input type="text" value="W"/> | <input type="text" value="X"/> |
| 2. | <input type="text"/> | <input type="text" value="B"/> | <input type="text" value="C"/> | <input type="text" value="D"/> |
| 3. | <input type="text"/> | <input type="text" value="f"/> | <input type="text" value="g"/> | <input type="text" value="h"/> |
| 4. | <input type="text"/> | <input type="text" value="o"/> | <input type="text" value="p"/> | <input type="text" value="q"/> |

**TEKS 1.23B** determine relevant sources of information

Choose a Source

**Read
Together**

It is important to choose sources that provide the information you need to answer your research question.



As you choose research sources, such as books and newspapers, look for key words and ideas about your topic. This will help you decide which sources have information you want and which ones do not.

On a separate sheet of paper, make a list of sources you could use to find out more about insects. You may want to jot down a few notes about each source. Keep this list of sources to use in Lesson 8.

TEKS 1.21A form letters legibly; 1.22B(i) spell CVC words

Spelling

Read
Together

Follow each step. Write the word neatly on a sheet of paper. Read each new word.

1. Start with c a t.

2. Change c to b.

3. Change t to g.

4. Change a to i.

5. Change b to d.





TEKS 1.6E alphabetize/use dictionary; 1.22E use resources to find correct spellings

Using a Dictionary

Read
Together

A dictionary helps you find the meaning of a word. It also helps you check the spelling. Words in a dictionary are in ABC order.

Under which letter would you find each word in a dictionary? Write your answers on a sheet of paper.

1.



pig

2.



sock

3.



van

4.



king

TEKS 1.23B determine relevant sources of information

Choose a Source

Read
Together

Use this checklist to decide which sources are the best to use.

- ✓ The source is current.
- ✓ The source is reliable.
- ✓ The source has information about my topic.

Use your list of sources from Lesson 7. Put a ✓ next to the ones that meet all three items on the checklist.



TEKS 1.8 respond to/use rhythm/rhyme/alliteration

Poetry

**Read
Together**

Listen to this poem by Leslie Rotsky:

Four funny furry friends
Up on their feet.
Four funny furry friends
Rock to the beat.



What rhyming words do you hear?

Which words begin with the same sound?

Clap the rhythm as you read it again.

Write your own short poem. Use rhyming words. Use words that begin with the same sound.

TEKS 1.21A form letters legibly; 1.22B(i) spell CVC words

Spelling

Read
Together

Follow each step. Write the word neatly on a sheet of paper. Read each new word.

1. Start with m e n.

2. Change m to p.

3. Change n to t.

4. Change e to a.

5. Change p to h.





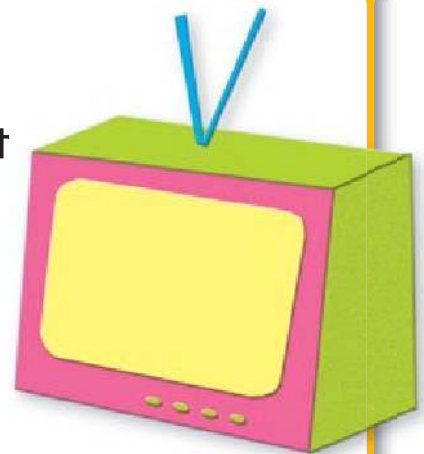
Purposes of Media

Read
Together

Sometimes media is informational. This means it gives us ideas to think about. Sometimes the purpose of media is entertainment. This means it is for us to enjoy.

On another sheet of paper, write "I" if you think the media gives information. Write "E" if you think the media is meant to entertain.

1. a weather forecast on the radio
2. a funny television show
3. an Internet article that explains how your heart works
4. a news video about the President



TEKS 1.17E publish/share writing

Publishing

Read
Together

Work in small groups. Write a description about a book character. Remember to follow class discussion rules.

Your description should begin with a topic sentence. Remember to use adjectives to describe the character.

Then work as a team to copy the final draft. Make a recording of it to play for the class.





TEKS 1.20A (v) understand/use prepositions/prepositional phrases

Prepositions

Read
Together

A preposition helps show how other words in a sentence are related.

Ben went **to** the store.



Pick a preposition that makes sense.
Say the sentence. Then write your sentence
on another sheet of paper.

1. I sit _____ my chair. (on, up)
2. The gift is _____ you. (down, for)
3. Jim will go _____ the shop. (to, under)
4. Anna plays ball _____ friends. (off, with)

TEKS 1.21A form letters legibly; 1.22B(i) spell CVC words

Spelling

Read
Together

Follow each step. Write the word neatly on a sheet of paper. Read the words.

1. Start with t u b.

2. Change t to c.

3. Change b to p.

4. Change u to a.

5. Change c to n.





TEKS 1.21A form letters legibly; 1.22B(i) spell CVC words

Spelling

Read
Together

Choose the vowel to complete the word that matches the picture. Write the word neatly on a sheet of paper. Read the new words.

1.

d

g



2.

n

p



3.

n

t



4.

s

n



5.

c

n



Words to Know

Unit 2 High-Frequency Words

6 Jack and the Wolf

come
said
call
hear
away
every

9 Dr. Seuss

write
read
pictures
draw
was
after

7 How Animals Communicate

of
how
make
some
why
animal

10 A Cupcake Party

give
one
small
put
eat
take

8 A Musical Day

our
today
she
now
her
would

Glossary

A

aunt

Your **aunt** is the sister of your mother or your father.
I have one **aunt** on my father's side of the family.

B

baby

A **baby** is a very young child.
Tonya's family has a new
little **baby**.



baked

To **bake** is to cook in the oven.
My dad and I **baked** a cake for Mom's birthday.

band

A **band** is a group of people who play music together.
My brother plays drums in a **band**.

bees

A **bee** is an insect that can fly. The **bees** were buzzing around the flower.

bird

A **bird** is an animal with wings and feathers. Danny watched the **bird** fly away from the nest.

books

A **book** is a group of pages with words on them. We read **books** all the time at home.

C

cupcakes

A **cupcake** is a small, round cake. We ate **cupcakes** at Jenna's birthday party.



D

dance

To **dance** means to move your body to music.
That song always makes me want to **dance**.

down

Down means going from a high place to a low place. She looked **down** from the top floor.

Dr.

Dr. is a short way to write **Doctor**.
Our family goes to **Dr. Lopez** when we are sick.



E

elephants

An **elephant** is a very big animal with a long trunk.
We saw five **elephants** at the zoo.

F

food

Food is what people or animals eat.
My favorite **food** is pasta.

G

guitars

A **guitar** is a musical instrument. There are two **guitars** in our band.



H

head

Your face and your ears are part of your **head**. That tall man's **head** is blocking the picture.

hit

A **hit** is something that many people like. That song was a **hit** with all the kids.

M

music

Music is sounds people make with instruments and their voices. My dad and I like to play folk **music**.

O

once upon a time

Once upon a time is a storytelling phrase that means long ago. Many stories begin with the words **once upon a time**.

P

party

A **party** is a time when people get together to have fun. I am going to have a **party** on my birthday.

R

rhymes

A **rhyme** is made up of words that have the same sound at the end. We say **rhymes** when we jump rope.

S

sheep

A **sheep** is an animal covered with wool.

The **sheep** were eating grass on the hill.



smell

A **smell** is something that you sense with your nose.

The skunk left a very strong **smell**.

T

tree

A **tree** is a kind of plant with branches and leaves. We have a huge **tree** in our front yard.

trick

To **trick** is to get people to do something they do not want to do. She tried to **trick** us into giving her our lunch money.

W

wolf

A **wolf** is a wild animal that looks like a dog. The **wolf** watched the sheep very carefully.

wrote

Wrote means to write in the past. Tía Sofía **wrote** me a letter last week.



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